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Fairfax County School Board Meeting, Thursday, September 26, 2024

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- Official School Board page (FCPS): https://www.fcps.edu/about-fcps/leadership/school-board

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[00:05:52] - Good evening, everyone. Apologies for the delay. The board will start at approximately 7:15. For Tech, if we could put up for online that the meeting will start at approximately 7:15.

[00:06:03] Thank you.

[00:13:17] - Board members, please take your seats.

[00:13:19] We'll get started in a moment.

[00:16:00] The September 26th, 2024 regular meeting of the Fairfax County School Board will now come to order.

[00:16:23] Please stand for the Pledge of Allegiance, followed by a moment of silence and a performance of the national anthem by the Chantilly High School Chamber Chorale under the direction of Evan Ayers. - I pledge allegiance.

[00:17:34] Here, another round of applause for those talented students.

[00:18:20] Agent item 2.02, announcements. Ms. Lady has submitted a written request to attend this evening's meeting virtually due to a personal conflict as she is attending a conference in Los Angeles, California. All those in favor of approving Ms. Lady's request, Ms. Marin, Ms. Dixit, Mr. McElveen, Dr.

Anderson, Mr. McDaniel, Ms. Anderson, Ms. Sizemore-Hyser, Mr. Dunn, Mr. Moon, St. John Cunning and myself. That is unanimous. Miss Lady, will you test your microphone?

[00:18:49] Let's test. All right, we can hear you loud and clear. Thank you. If you would like to review a copy of the agenda, please see the back of the auditorium. To obtain copies of the items being presented tonight, please reference the QR code on the agenda or on the website fcps.edu/schoolboard/boarddocs. Tonight's meeting is being broadcast on channel 99 and live-streamed on the website at fcps.edu/tv/ch99.

[00:19:19] Agenda Item 2.03, Hispanic Heritage Month. I call on Dr. Anderson for a proclamation. Thank you. Whereas National Hispanic Heritage Month is recognized annually from September 15th through October 15th across the United States, celebrating the histories, cultures, and innumerable contributions of those whose ancestors traced their roots to Spain, Mexico, Central America, South America, and the Spanish-speaking Caribbean nations. And whereas September 15th is a historically significant

[00:19:54] day marking the independence of the Latin American countries Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua. The designated period also honors Mexico and Chile which celebrate their independence on september 16th and 18th respectively and indigenous peoples day or or dia de la raza recognized in mid-october falls within within these 30 days and whereas hispanic

[00:20:27] history is inex inexplicably entwined with united states history as california florida texas new New Mexico, Nevada, Arizona, Utah, Colorado, and parts of Wyoming and Kansas and Oklahoma were at one point Spanish or Mexican territory.

[00:20:48] As part of the larger ethnic group of the United States, Hispanics and Latinos have significantly contributed to our nation's identity and have played a vital role in shaping American democracy, economy, cuisine, and culture. Whereas this year's theme, Pioneers in Change: Shaping the Future Together, celebrates past and present Hispanic trailblazers who drive positive change for a more inclusive future.

[00:21:17] Activists including Sylvia Mendes, who played a key role in the landmark Brown v. Board of Education case, and Dolores Huerta, labor and civil rights activist, public servants including Supreme Court Justice Sonia Sotomayor, and the first female Surgeon General Antonia Novello, artists including Celia Cruz, the first Afro-Latina to sing on television and have her likeness on a quarter, and Bad Bunny, king of Latin trap rapper,

[00:21:55] singer and record producer, and the first non-English language musician to become Spotify's most stream artist of the year. Authors, including Sandra Cisneros, award-winning author of "The House on Mango Street," and Oscar Hiluelos, Pulitzer Prize winner.

[00:22:19] And whereas, prominent Hispanic Virginians include Michelle Zajour, founder of the Virginia Hispanic Chamber of Commerce, Susanna Moreno, and an entrepreneur, founding president and chair of the Northern Virginia Hispanic American Chamber of Commerce, and Major League Baseball pitcher Javier Lopez, who attended Robinson Secondary School, and whereas nearly one in five people in the U.S. are Hispanic or Latino.

[00:22:53] The highest concentration of Virginia's Hispanic Latino population resides in Northern Virginia and accounts for 16.5% of Fairfax County's population. One in four FCPS students is of Hispanic Latino heritage.

[00:23:09] And whereas FCPS is fortunate to have educators and staff who value and work with our Hispanic Latino students, our employees empower them to be the next generation of leaders, reinforcing the school board's belief that diversity is a strength that creates resilient, open and innovative global citizens.

[00:23:33] Now, therefore, be it resolved that the Fairfax County School Board hereby proclaims September 15th through October 15th, 2024 as Hispanic Heritage Month. We encourage Fairfax County residents to participate in programs and events taking place in our County I'm sorry in our schools and community to learn about celebrate and elevate the rich Hispanic Latino heritage. Thank you Dr. Anderson I call on Ms. St. John Cunning to provide the proclamation in Spanish.

[00:24:04] Muchas gracias and welcome to the family lit program that meets here on Thursday nights. Mes de la herencia hispana declaracion. Considerando que el mes nacional de la herencia hispana se reconoce anualmente desde el 15 de septiembre hasta el 15 de octubre en los Estados Unidos, celebrando las historias, culturas y innumerables contribuciones de aquellos cuyos antipasados tienen sus raíces en España, México, América Central, América del Sur y las naciones del

[00:24:37] Caribe de habla hispana. Y considerando que el 15 de septiembre es un día históricamente significativo que marca la independencia de cinco países latinoamericanos, Costa Rica, El Salvador, Guatemala, Honduras y Nicaragua. El periodo señalando también rinde homaje a México y Chile que celebran su independencia el 16 de septiembre y el 18 de septiembre respectivamente.

[00:25:07] Y el Día de los Pueblos Indígenas o Día de la Raza, conmemorado a mediados de octubre, se celebra dentro de estos 30 días y considerando que la historia hispana está inexorablemente entrelazada con la historia de los Estados Unidos ya que California, Florida, Texas, Nueva México, Nevada, Arizona, Utah, Colorado, partes de Wyoming, Kansas y Oklahoma fueron en un momento dado territorio español o mexicano. Como parte del grupo étnico más

[00:25:44] grande en los Estados Unidos, los hispanos y latinos han contribuido significantemente a la identidad de nuestra nación y han jugado un papel vital en la formación de la democracia, economía, cocina y cultura estadounidense. Y considerando que el tema de este año, Pioneers del Cambio, Formando el Futuro Juntos, celebra a los Pioneers Hispanos de ayer y hoy que impulsan un cambio positivo para un futuro más inclusivo. Activistas como Silvia

[00:26:22] Méndez, quien jugó un papel clave en el histórico caso Brown vs. la Junta de Educación, y Dolores Huerta, activista laboral y de derechos civiles. Funcionarios públicos como la jueza de la Corte Suprema, Sonia Sotomayor, y la primera mujer, cirujuna general, Antonia Novello. Artistas como Celia Cruz, la primera afro-latina en cantar en la televisión y tener su retrato en una moneda de 25 centavos. Y Bad Bunny, el rey del trap latino, rapero, cantante y productor discográfico

[00:27:01] y primer músico de habla no inglesa en convertirse en el artista con más transmisiones en vivo de Spotify del año. Autores como Sandra Cisneros, Galordano, autora de The House on Mango Street, y Oscar Higuelos, ganador del premio Pulitzer. Y considerando que destacados hispanos de Virginia incluyen Michelle Sajur, fundador de la Cámara de Comercio Hispana de Virginia, Susana Marino, empresaria, presidente, bondudera y presidente de la Cámara de Comercio Hispanoamérica de

[00:27:40] Virginia del Norte, y el lanzador de béisbol de las grandes ligas, Javier López, quien asistó a la escuela secundaria Robinson. Y considerando que casi uno de cada cinco personas en los Estados Unidos

es hispana latina, la concentración más alta de la población hispana latina de Virginia reside en el norte de Virginia y representa el 16.5 porcentaje de la población del condado de Fairfax. Uno de cada cuarto estudiantes de FCPS es de descendencia hispana-latina. Y considerando

[00:28:17] que FCPS tiene la gran fortuna de tener educadores y personal que valoran y trabajan con nuestros estudiantes hispanos y latinos, nuestros empleados los empoderan para que se conviertan en la generación de líderes, reenforzando la filosofía de la junta escolar de que la diversidad es una fortaleza que forma ciudadanos globales, resilientes, receptivos y innovadores. Ahora, por consiguiente, se resuelve que la Junta Escolar del Condado de Fairfax por medio de

[00:28:51] la presente declara del 15 de septiembre al 15 de octubre de 2024 como el mes de la herencia hispana. Animamos a los residentes del Condado de Fairfax a participar en programas y eventos que se llevan a cabo en nuestras escuelas y comunidad para que celebren en altezcasen y aprendan sobre la rica herencia hispana-latina.

[00:29:16] Thank you, Ms. St. John Cunning. Is there a second? Second. Ms. Sizemore-Hyser, I'll call for a vote. All those in favor? Ms. Marin, Ms. Dixit, Mr. McIlveen, Dr. Anderson, Mr. McDaniel, Ms. Anderson, Ms. Sizemore-Hyser, Mr. Dunn, Mr. Moon, Ms. St. John Cunning, Ms. Lady, and myself.

[00:29:35] that is unanimous congratulations the proclamation passes i would like to welcome all those who are here uh to support this proclamation the hispanic heritage month proclamation to please join the

[00:29:46] board for a photo at the front of the dais agenda item 3.01 community participation the next order

[00:33:46] of business is community participation we welcome all community members who are here and those who signed up to speak this evening additional information about signing up to provide comments at school board regular business meetings and public hearings can be found on the school board website. During the sign-up process, community members acknowledged they were informed of the school board's expectations for proper decorum when providing comments. These expectations are also available online and with the printed agenda and meeting materials at the back of the room.

[00:34:14] We ask audience members to be respectful of one another. Shouting and outbursts will not be tolerated. Please hold your applause until the conclusion of a speaker's remarks. Audience members may not join speakers at the podium and should remain at their seats, including when recording or taking photos. We're grateful for those who have come to speak to us today and thank you for your cooperation. School board members will not be will be listening but not responding. Madam Clerk please call the

[00:34:38] first speaker Malik Burugu. Keena McEvoy. Good evening. My name is Keena McEvoy and I'm a local advocate for phone free schools. The Virginia Department of Education guidance for cell phone free education was released last week and includes a school day that is completely smartphone free in IN CLASSROOMS, HALLWAYS, AND CAFETERIAS.

[00:35:15] PLEASE REVISE CURRENT FCPS POLICIES TO REFLECT VDOE GUIDANCE AND IMPLEMENT A BELL-TO-BELL SMARTPHONE-FREE SCHOOL DAY FOR ALL GRADE LEVELS. WE ARE FACING A COLLECTIVE ACTION PROBLEM WITH OUR CHILDREN. A BELL-TO-BELL PHONE-FREE SCHOOL DAY IS A POWERFUL AND INTUITIVE WAY FOR US TO COLLECTIVELY ACT.

[00:35:32] THE ENTIRE SCHOOL DAY IS AN INSTRUCTIONAL PERIOD. DIGITAL WELLNESS EDUCATION AND LEADERSHIP ARE CRITICAL PIECES TO THIS EVOLUTION TO a fully phone-free school day. It is a cruel optimism to imply that parents can handle this crisis in their homes when provided with a webinar or a list of parental controls they should master.

[00:35:49] The current FCPS digital citizenship program is sourced from Common Sense Media, an organization which counts Jeff Bezos and Bill Gates as founding partners. An FCPS digital wellness department should be informed by partners that are not allies of the technology industry.

[00:36:05] A continuing conversation about digital wellness is essential and demands more than a yearly lesson on digital citizenship. One of the most important jobs of an adolescent is to develop the ability to choose what they will pay attention to. A smartphone tragically removes that challenge during the most consequential time of their lives.

[00:36:23] When my children were in high school, we didn't have the capacity or information to demand a smartphone-free school day, but we do now. We have the Virginia Department of Education, the Phone Free Schools Movement, Jonathan Haidt and the Anxious Generation, the U.S. Surgeon General, and scores of advocacy groups.

[00:36:40] partner with families and advocates to do the hard thing and return our school buildings to places where laughter and conversation are heard in the hallways and heads are held high and not

[00:36:50] buried in smartphones thank you kathleen gillette mallard good evening i've had so much time this evening i got here early for a change and um so i've scribbled a lot of stuff but i will be

[00:37:30] submitting my revised statement later uh good evening school board i speak to you this evening about your responsibilities to safeguard and protect FCPS students, ensuring not only students' academic engagement and success, but also their environmental and physical safety, including their intellectual, mental, moral and ethical health and well-being.

[00:37:54] That's a lot of responsibility, and I know parents and citizens alike greatly appreciate the efforts that you all have been making to provide not only safe schools, but great personnel, admin, cafeteria staff, et cetera.

[00:38:10] In past statements, I've focused on your resolution declaring January 22nd, Human Awareness Trafficking Month. Other concerns include drug and gang activity. Tonight, however, I will focus on U.S. federal child pornography laws and what appear to be violations of this law by FCPS, specifically obscene materials available to minors that impact on their well-being of students.

[00:38:37] Section 1466A of Title 18, I will be including this information, makes it illegal for any PERSON TO KNOWINGLY PRODUCE, DISTRIBUTE, RECEIVE OR POSSESS, TRANSFER OR DISTRIBUTE VISUAL REPRESENTATIONS SUCH AS DRAWINGS, CARTOONS OR PAINTINGS THAT APPEAR TO DEPECT MINORS ENGAGE IN SEXUALLY EXPLICIT CONDUCT.

[00:38:54] THERE ARE A COUPLE OF BOOKS THAT YOU ALL HAVE SAID ARE APPROPRIATE. OH, I THOUGHT I WOULD CUT OFF. GENDER QUEER LAWN BOY, FOR EXAMPLE. NOW OUR SUPERINTENDENT TOOK HIS OATH OF OFFICE ON SOME of these books I don't understand that these books violate federal law for obscenity and I really hope you all reconsider it's not banning books we are not as people are not asking to ban books deselect

[00:39:24] them okay Harry Jackson I stand before you today to address serious and urgent and urgent issue the long-standing pattern of violence and harassment against black high school football players

[00:39:53] Over the past 20 years, incidents like the Jenna 6 in Louisiana in 2006 and in more recent cases in Massachusetts and Pennsylvania have shown how young black athletes are disproportionately targeted and harassed. These incidents often escalate into larger acts of racial violence.

[00:40:14] Now, at Hayfield Secondary School, we find ourselves at similar crossroads. Parents have reported, and FCPS has confirmed, the stalking and harassment of Hayfield football players, many of whom are black, their home addresses have been leaked, they have been followed, their safety is in jeopardy.

[00:40:32] Yet instead of taking proper action, like conducting a violence threat risk assessment, FCPS has chosen to mute the voice that could expose these truths. Coach Darrell Overton, a mentor and leader of these young athletes, has been silenced, sidelined, and targeted for removal. This is not just negligence, it's a clear effort to suppress the truth.

[00:40:51] At the same time, black parents and students are being harassed and surveilled, while their white counterparts are spared this intrusion. This selective enforcement reflects blatant racial discrimination.

[00:41:07] FCPS is protecting white privilege while undermining black success. I know these tactics quite well, as I lived through them as a youth football player in New Jersey, where I was stalked, threatened with weapons, and harassed by white vigilantes.

[00:41:24] rooted in fear hate and a desire to maintain racial purity in certain spaces what's happening at Hayfield echoes those same injustices and I refuse to stand by in silence as dr. King once said injustice anywhere is a threat to justice everywhere we cannot allow this to happen non 2014 non 2000 not in Fairfax County hey feel by 40 Malik Burugu hello everybody I came here to

[00:42:03] voice my opinion on like AP and grading as a parent of like two children at Fairfax County. I recently came to know, in fact, only like two weeks back, how the loophole, every system has a loophole, and Fairfax FCPS looks like they have a lot of loopholes in getting, first point is AAP.

[00:42:23] So how they got into AAP programs, majority of the students. First point is I can clearly see my son, who is very superior to a lot of people I know. Everybody went to AAP except my son. And I came to know that one of the reasons is I don't want to name anyone here due to some of the coaching programs and tuitions, which I absolutely, like, I feel it's not only for my son, even if you take in general aspect for unprivileged students, there's no choice.

[00:42:55] They cannot pay like $6,000 per year. It's totally, like, unjustifiable. My son says, Dad, I am a dumb student. I cannot make into AAP. He tried very hard, but he thinks he's dumb. But really speaking, after doing research, in fact, loopholes made my student dumb, my kid.

[00:43:18] In fact, he's very, very good. I went to one coaching center just to see and analyze their opinion. They think he's very, very bright. They think he's brighter than many of their students who got AAP. I feel this is not fair, and I think you are doing very good steps last year by banning some of these institutions.

[00:43:38] I came here to strongly recommend you please continue like some constrictive process so that only gifted students will get into AAP programs, not everyone who goes to like a coaching centers by paying a lot of money.

[00:43:54] And second thing is for grading also like I think I have like only four seconds but anyway like I please I just came to here strongly to support that. Chair Frisch that is our last public speaker.

[00:44:11] Thank you. Item 4.01, Student Representative Matters. I call Ms. Sawant. Thank you, Mr. Chair. Good evening, everyone, and happy fall. As the proclamation mentioned earlier, as we celebrate Hispanic Heritage Month from September 15th to October 15th, we honor the contributions of Hispanic Americans to the history, culture, and achievements of the United States.

[00:44:34] With the rich diversity of our community here in Fairfax County, we recognize how the influence of Hispanic heritage continues to shape our local schools, culture, and future. and I really enjoyed the proclamation earlier today. Along with that, speaking of celebrations, I wanted to congratulate the 191 FCPS students in the class of 2025 who are National Merit Assembly Finalists, and I think this is just a true testament to the incredible talent that we have here in Fairfax County.

[00:45:01] Last Friday, I had the pleasure of attending and speaking at the kickoff for the Portrait of a Graduate Innovator Cohort 3.0. This cohort is for a dedicated group of teachers and administrators across elementary, middle, and high school who work to embed Portrait of a Graduate Presentations of Learning practices with others who are at similar points of readiness.

[00:45:20] The goal of this program is to develop lessons and strategies to improve practices that lead to successful PogPol implementation for all students while learning from each other throughout the year. I was just so inspired by the ideas that the teachers brought to the table and just the good energy in the room.

[00:45:36] I love that. I started at Navy Elementary in the Portrait of a Graduate pilot program back in 2013. just seeing how big it's grown since then and how many teachers are involved in the program, I'm looking forward to how it'll continue in the future. But as I spoke to teachers about this program, my experience is just one of many. In the last decade that Portrait of a Graduate has been implemented, we've experienced rapid change from the pandemic, learning how to shift to virtual learning, and the rates that we had in chronic absenteeism that went up. How have our skills and needs in FCPS changed over the last 10 years? How have the questions that we ask to identify

[00:46:13] student learning change. With these questions in mind, the Portrait of a Graduate Secondary Advisory Committee is open to students who are interested in working closely with the Portrait of a Graduate Instructional Services team. I've had some interest from students who are in the Madison Leaders Program and I'm optimistic about the growth and the feedback that students can share in this program this year. Students please reach out if you'd like to get involved. On Monday I also had the privilege of attending the Fairfax Global Leaders kicked off, hosted by Mr. McElveen.

[00:46:43] I'm looking forward to the amazing things that we have planned this year in partnership with the 17 Rooms Project and the Global Classroom Project on closing the gap between what we teach in history and how students apply that in the real world. This initiative perfectly aligns with our strategic plan and provides fellows, seniors, with opportunities to engage with global leaders and advance their general understanding of international affairs and global issues.

[00:47:07] And I'm so excited to be part of this amazing initiative along with 134 accepted fellows. I was also able to have a productive meeting with the superintendent on Monday as well, thank you Dr. Reed, about how students can work with the accreditation policy that's been passed down by Virginia this year and issues important for student voice to advocate this year.

[00:47:27] I brought these issues and ideas to the first superintendent's advisory council meeting made of student representatives from all of the FCPS schools of the school year at Woodson High School. As Dr. Reed mentioned in her academic matters last time. The changes currently proposed don't support FCPS learners, such as having students graduate in four years, even if they're approved for extra time, or multilingual learners having three semesters to learn their second language before they have to report it and before it goes onwards. The idea that schools will be penalized for something that students need genuine help with isn't on the right page with our strategic plan. I wanted to bring

[00:48:04] your attention to the new student perspectives and questions that I got from the superintendent's Advisory Council meeting and the students who spoke to me about it. They're eager to learn more about the reasoning and the intention behind the state's decision and how that kind of factor down to the county level and how that affects us here.

[00:48:21] Accountability is important, but we want to focus on a more accurate representation of FCPS success. This year in the Superintendent's Advisory Council, students have been talking about creating a committee or a focus group that will work this year to ask students, what do they find is important to their index of success and their performance in Fairfax County, and how we might be able to create a parallel structure to measure student performance.

[00:48:46] One key takeaway that I wanted to share with you from our meeting is how students are reacting to this accreditation policy, and how important it is to share with students how this policy will affect them, and how they can get involved with advocating. And I actually do have a few students who are interested in writing blogs and sharing things in Fairfax County to get involved with this mission.

[00:49:06] Over the coming weeks, I hope to share more resources the social media and through the superintendent's advisory council to educate students and families on how this policy will affect us here in Fairfax County and how we can be better prepared and I just wanted to express my thanks to Miss Marin for really helping us in this mission to learn how students can advocate for themselves and I think it's just a perfect example of how we can be active participants in this county. Another significant issue raised during the council meeting was equitable access to after-school activities particularly regarding transportation. One student from Annandale mentioned their school went from having two days of late buses to just one, while another

[00:49:42] school still has two days of late buses. As we went around the room it became clear that the number of late bus days varies widely across the county. Some students said they had four, others said they had three, others said they had one. It wasn't the same across all of the different schools. A student from Centerville High School shared how the reduction in late bus days has forced clubs to meet at the same time, times that students can come to those meetings, which makes it difficult for students who now have to choose to participate between multiple activities that may happen at the same time so even if students can stay after school they now have to choose between the clubs due to the limited transportation options overall the question that the students

[00:50:21] was asking was why is the number of late bus days that each school has different what determines how many late bus days a school gets and what makes up for the difference between the amount of late buses that schools are getting students are concerned but want to learn more about how these decisions are being made and how they can get involved with it.

[00:50:40] I know this was a lot of information but I just want to thank you for paying attention to these important concerns of the students. Supporting student leaders and giving them the tools to engage civically with the decisions that affect our schools is critical. I hope we can continue working together to find solutions throughout the school year. Thank you.

[00:50:57] Thank you Ms. Sawant. Agenda item 5.01 action item certification of closed meeting compliance in order to comply with section 2.2-3712 D of the code of Virginia it is necessary for the board to certify that since the Fairfax County School Board convened a closed meeting on September 26 2024 to the best of each board member's knowledge only public business matters lawfully exempted from open meeting requirements and only such business public business matters as were identified in the motion convening the closed meeting were heard discussed or considered by the board during the closed

[00:51:31] meeting. Do I have a motion? Mr. McElveen, do I have a second? Dr. Anderson. All those in favor? Ms. Marin, Ms. Dixit, Mr. McElveen, Dr. Anderson, Mr. McDaniel, Ms. Anderson, Ms. Sizemore-Heiser, Mr. Dunn, Mr. Moon, Ms. St. John Cunning, Ms. Lady can't vote on this, I don't think.

[00:51:54] Or can she? All right, Ms. Lady and myself. That is unanimous. Agenda item 5.02, action item, confirmation of action taken in closed meeting I call on Ms. St. John Cunning for a motion. I move to expel the student who committed a serious offense in violation of the school board policy by being convicted of one count of felony murder non-capital in the community.

[00:52:18] Is there a second? I second. Ms. Marin. All those in favor, Ms. Marin, Ms. Dixit, Mr. McElveen, Dr. Anderson, Ms. Anderson, Mr. Dunn, Mr. Moon, Ms. St. John Cunning, and myself. All those THOSE OPPOSED, OBSTENTIONS, MR. MCDANIEL, MISS LADY, MISS SEISEMARHEISER AND MISS DICKSETT WHO WERE NOT PRESENT, ALL RIGHT, AND THERE WAS NO OPPOSITION, THE MOTION PASSES, I CALL

[00:52:53] ON MISS SEISEMARHEISER FOR A MOTION. I MOVE THAT THE BOARD AUTHORIZES THE CHAIR TO SEND THE LETTERS AND TO PREPARE RELATED DOCUMENTS AS DISCUSSED IN CLOSED SESSION. IS THERE A SECOND? SECOND. MR. MCDANIEL, ALL THOSE IN FAVOR, MISS Marin, Mr. McDaniel, Ms. Sizemore-Hyser, Mr. Dunn, Ms. St. John Cunning, Ms. Anderson, Ms. Lady, and myself. Opposed? Mr. McElveen, Dr. Anderson, and Mr. Moon. Abstentions?

[00:53:28] Ms. Dixit. Abstention? Ms. Dixit. Will the clerk read the vote? 8-3-1. The motion carries. Thank you. Agenda item 5.03, action item, legislative program. I call on Dr. Anderson for a motion.

[00:53:46] I move that the school board adopt the 2025 Fairfax County School Board State and Federal Legislative Program. Is there a second? I second. Ms. Marin, Dr. Anderson, would you like to speak to your motion? Yes. The legislative program is our board's message to lawmakers on Capitol Hill and to lawmakers in the General Assembly to speak about what we find to be important, what our priorities are as a Fairfax County community.

[00:54:16] It is the culmination of collaboration of the school board members with very strong support by Mr. Malloy, so I do want to take this moment to say thank you to him and all of his work. Here's our eyes

and ears on the ground in Richmond when the General Assembly is in session.

[00:54:32] Thank you so much for your leadership in ushering us through this work. I want to highlight some of the legislative priorities. The program has many, many positions, and if I were to read them all to you tonight, WE WILL STILL BE HERE THROUGH TOMORROW, BUT I DO WANT TO HIGHLIGHT ON THE FEDERAL SIDE SOME OF THE KEY COMPONENTS THAT WE FIND TO BE OF HIGHER IMPORTANCE THAT WE WILL BE ENGAGING OUR DELEGATION ON IN OCTOBER ONCE THIS PASSES.

[00:55:04] ONE IS THE FULL FUNDING OF IDEA. IF FAIRFAX COUNTY RECEIVED ITS FULL SHARE OF IDEA FUNDING, WHICH IS THE 40 PERCENT that was committed to in 1975, we would have received an additional $127 million this year-- last year, I'm sorry.

[00:55:23] This is an important piece because we know how much it takes to educate all of our students, and we know the additional supports that are required for our special education students. And having that funding is really paramount. We have never been close to that amount, to that 40%.

[00:55:40] I think the closest has been 11 to 12 percent and last year was roughly 9.5 percent. So we do call on our legislators to fully fund IDEA. We ask for meals reimbursement, federal meals reimbursement.

[00:55:56] We know that many of our families and many of our students rely very heavily on the meals that we serve at our schools and having universal meals for all of our students will be a great protection to them. Some of the new components that I wanted to highlight of our legislative program is the cybersecurity and educational technology components.

[00:56:16] We do know cybersecurity has been a challenge for all school divisions and businesses and organizations over the past several years. I think in Fairfax County we've also encountered a significant amount of challenges in that area in the past five years particularly.

[00:56:37] And to combat that our division has had to commit significant supports, personnel and dollars in order for us to address some of those challenges. And I think one of the things that I want to share while we do have crime that happens around our schools and in our schools we have not had to erect police stations in our division.

[00:57:00] So we are asking for federal support in order to provide some guidance and organization in this area because the millions of dollars that are being spent to counter these attacks can be spent on our students. And student safety.

[00:57:16] One of the things I must highlight is that we are asking for all of states to participate in the FBI's Next Generation Identification and Non-Criminal Justice Wrapped Back Service. This is an important component for the safety of our students.

[00:57:34] I know Ms. Marin is going to be speaking quite a bit about many of the state legislative positions but a few that I will highlight is the local control of our schools. We know what is best for our students.

[00:57:50] We understand our community and decisions that are made about how to instruct, how to educate our student population should be local control. There should not be backdoor attempts from Richmond in order to usurp that authority.

[00:58:07] So that is part of some of our priorities. And also, we have many priorities regarding student academic success, because that is our first job, first and foremost. So I think that was the bell, and I will

stop here.

[00:58:24] It was. Thank you, Dr. Anderson. Ms. Marin, would you like to speak to your second? Thank you. Yes, I would very much like to speak to this. So we're committed to full steam ahead to a strong legislative program more than ever this year and the timing couldn't be better because we know that when the laws get passed at the state, it impacts us right here and also federally, obviously.

[00:58:46] So last week, myself, Chairman Frisch, Dr. Anderson, we were in the Richmond area with the Virginia State School Boards Association for the legislative session to get ready for what's coming at us in January. We are hosting our Fairfax delegation on October 8th, again, to let them know how things are are going with us and how we can partner with them.

[00:59:04] November is take your legislator to school month. January, we're going to do sessions. We'll be down in the General Assembly sessions and advocating. But what's really key, there's two things, and our student representative already talked about one of them. So one is that JLARC reports, so that JLARC is that term of the research arm of the General Assembly that found that there is chronic underfunding of our schools in Virginia.

[00:59:26] So we've been talking about get that money. But it's important. So some new things have happened. And this is why this federal agenda is so important, excuse me, the legislative agenda is so important because it serves as this document that's going to guide us even as new information comes about. So the subcommittee of the JLARC for the JLARC study met last week in the General Assembly, and we learned all sorts of more things.

[00:59:47] So it's important to know there is no surplus of funds in Virginia. There is a need for more state revenue. Any talks of a tax cut is wildly out of touch with reality with how people are living. WE KNOW FROM THIS REPORT THAT THE FORMULA PRODUCES AMOUNTS THAT ARE WELL BELOW ACTUAL SCHOOL DIVISION EXPENDERS BY 6.6 BILLION DOLLARS.

[01:00:09] IT'S FOUND IN THE REPORT THAT 50% OF THE FUNDS ARE BEING PROVIDED LOCALLY. SO THIS LEGISLATIVE AGENDA AGAIN WILL HELP US TO CONTINUE MESSAGING THIS AND GETTING OUR WORD OUT AND THE STATUS QUO JUST WON'T DO ANYMORE. SO THAT'S A REALLY IMPORTANT PART.

[01:00:26] other part is the accountability and the changes that are very severe for our schools so that is a huge part of our advocacy and then I also wanted to mention that you know again the students are interested and we're working on ways to incorporate their voice because they are powerful and they know what's going on in our schools and if they're not into education we're never going to succeed so again I want to thank Michael Malloy our legislative director and also Beth Beth Vizioli OUR EXECUTIVE DIRECTOR OF COMMUNICATIONS FOR HELPING US TO GET MATERIALS TOGETHER IN A WAY THAT IS INFORMATIVE AND GETS IT DONE BECAUSE WE HAVE A LOT OF INFORMATION TO SHARE.

[01:01:05] SO, YES, SO THANK YOU AND THANK YOU TO THE BOARD FOR AMENDMENTS THAT YOU ALL SUBMITTED AND WE DID A REALLY GOOD JOB OF WORKING THINGS OUT TOGETHER AND COMING TO A NICE CONSENSUS. THANK YOU. THANK YOU, MS. MAYOR AND MR. THANK YOU.

[01:01:20] This is something that I think every Fairfax County resident should care deeply about. The state is one of the best places to obtain a high-quality public education for your children. But if you look at how the state funds public schools, it's one of the 10 worst among the 50 states in our union.

[01:01:46] So while we have a public education system on par with New York and Massachusetts, our state funding is more like Alabama and Mississippi. And that is simply not sustainable. The disparity in funding from the state needs to be remedied.

[01:02:05] Positive work was accomplished this past year, but there's much more that needs to be done. The total amount determined by the independent JLARC, which is a part, a component of the state legislature, is $568.8 million.

[01:02:25] That's more than half a billion dollars per year. So if you've lived in the county for 20 years, as I have, that's over $10 billion that Fairfax County residents have had to make up for because the state hasn't paid its fair share. And if you wonder why your property taxes are higher, it's because the state is not paying what it's due, what Fairfax County should receive under the state funding formula. There's an assumption

[01:02:59] down in Richmond that all of us are rich folks who can send our kids to private school or public school. But what we have is a system in which one-third of our students, 60,000 students out of 180,000, are economically disadvantaged. We have special education students, that's almost 20%. We have English language learners, also approximately 20%. We are a much more diverse, much more complex place than we might have been in decades past.

[01:03:30] And so we need every taxpayer dollar because from the state, because if the state doesn't provide it, then we as local taxpayers have to pay it in kind. So I ask for your advocacy with your state legislators to ensure that they pay their fair share so your property taxes become more reasonable.

[01:03:54] Thank you. Thank you, Mr. Dunn. turn, it was just a couple months ago that Virginia was named the best state in America to do business, the best commonwealth in America to do business.

[01:04:10] And the reason given was because of our exceptional public education system. And so imagine what we could do if we were just given the average amount of money that other states get to support our students and our educators.

[01:04:26] And so even despite the conversation about how great our schools are in the Commonwealth of Virginia and how they're leading to us being the best state in the union to do business and to create jobs, public education is under attack in Virginia.

[01:04:43] And we have never had a more important legislative program than we have this year because we're dealing with two existential threats to public education. Number one, the inadequate funding we receive from our state partners, obviously it is an entire team effort and they can't get it done alone, especially with an adversarial governor.

[01:05:05] And number two, we have a Virginia Board of Education that is hell-bent on damaging the very schools that have led this Commonwealth to be determined as the best state in the union to do business.

[01:05:22] Let me be as straight on this as I can. The new standards that they have cooked up without thinking through, because let's be clear, there are dozens upon dozens of questions that they have not yet thought through even though they've already approved them, would rule that almost all of the schools in Virginia are off track, that only one middle school is doing a great job in all of Virginia.

[01:05:51] If you think that sounds like it's half-baked, it's because it is. On top of that, you know, the last time we went through this process, it was kind of phased in over time school divisions were partnered

with the state so that it could so that the transition would be smooth this time not so much this time it's happening midway through the school year there's no phase-in plan there's not answers to fundamental questions and there's no additional funds not a lot let alone to actually fund the work we do it in public schools but to also deal with transitioning to this new network so when i tell people that the new standards that they're

[01:06:29] pushing for the governor's Virginia Board of Education include penalizing families, penalizing schools for supporting families whose students have IEPs, they're shocked. How could anybody do that?

[01:06:44] Well, I think that is a question that is perfectly ripe for the Virginia Board of Education to be answering. And that is just one example of the many, many things that we're talking about. So I appreciate the hard work that's gone into this from our legislative liaisons because it does center those two fundamental questions one about funding but the second one about how we support our schools with accountability so that they can remain exceptional we all want high standards we all want high standards but we also want to be able to meet them as a commonwealth

[01:07:19] and to make them reasonable if you set people up for failure because that's your goal that is exactly what you will get so we've got a long year ahead of us but this is going to be a fundamental part of that conversation and I very much appreciate all the collaboration that colleagues have had on this because this is something we need a united front on our board our educators our families our students thank you Ms. Sawant for speaking to this topic we're all in this together we sink or swim together and I think we're ready for the conversation so thank you all very much Ms. Dixit thank you Mr. Chair um a lot of my colleagues have shared really great

[01:07:59] information and awareness piece. I'm going to speak not only as a board member but also an immigrant, a parent of FCPS student whose my son just graduated from FCPS and a minority community member. The FCPS schools is so important for our community, our immigrants who are coming to this great county and creating a family here. Our students get great education And it's very disheartening to see that the taxes we pay to the state, and the money is not coming back to us.

[01:08:39] It's one of the wealthiest counties in the country, Fairfax County, and we are seeing like $500 million of deficit from state. So that is unacceptable. I think communities should know. I'm going to create awareness in my community about this.

[01:08:58] AND WE NEED TO HOLD THE VIRGINIA STATE ACCOUNTABLE FOR THIS. THANK YOU. THANK YOU. MR. MACKELINE. THANK YOU. I TOO WANT TO THANK MR. MALLOY FOR HIS DEDICATION TO THIS WORK OVER MANY YEARS AS WELL AS DR. ANDERSON AND MS. MIRAN FOR VERY ABLY BRINGING FORWARD THIS PROGRAM TO US TONIGHT.

[01:09:22] IT IS A VERY IMPRESSIVE PROGRAM AND PARTICULARLY BECAUSE IT IS COMING TO US ON AN ACCELERATED time timeline. In the past, as folks may remember, this would be brought to us in the November timeframe and then we would present it to legislators in December, and that would give us no time to work with legislators on potential legislation. So I'm very excited that this expedited timeline will get this in front of our legislators so that we can actually work on getting some of these things put into language for bills this year.

[01:09:59] I do want to just highlight our priorities document. There have been questions from board members and the public as to what our legislative priorities are. Yes, this is a massive program. It always

has been, although smaller than it had been in the past. But if you want to look at one page that really identifies what this board sees as the most critical priorities at the federal and state level, you can find it in this document.

[01:10:24] And I do want to pull out a couple of things from that just to highlight. My colleagues have obviously talked about JLARC, but there are a few other funding priorities that we have listed in here which really cut to the core of the work of this board and our community's needs on a day-to-day basis, one of which is the wrap-back program.

[01:10:45] We need funding for that so we can get real-time background checks on our employees. something that affects everyone in our schools every day. Increased funding for free meals for students. I would love to see universal free meals for all students like we had during the pandemic.

[01:11:01] And that's something we will continue to fight for in this program. Pedestrian safety. Folks may have seen in the news that we had four pedestrian deaths in a ten day period just recently in this county. We've had students hit in just about every community. I know just in my my own neighborhood we had a student hit on the first day of school so this is a major priority and VDOT frankly is not doing enough to address it. Mental health funding, infrastructure funding, and last but certainly not least early childhood funding which is something that this

[01:11:35] board has been passionate about for many years and we we must continue to work to fund adequately. So thank you again to our liaisons for this. It's a great, great work. Thanks. Thank you, Mr. McElveen. Ms. Sizemore-Hyser.

[01:11:52] Thank you. I echo the sentiments of my colleagues. I also want to thank Ms. Marin and Dr. Anderson for their hard work and Mr. Malloy for their hard work, for his hard work as well in getting this done so quickly. I did want to mention, I think the advocacy for fully funding IDEA, for free meals, for the JLARC, as my colleagues have mentioned is very very important and I think that information really needs to get out as well as in combination with the extra difficulty of meeting accreditation standards in the middle of the school year without any phasing.

[01:12:24] But I also wanted to mention that I think we need to think about when we're looking at public education funding we're looking at our teacher salary and I'm hearing from constituents who are disappointed that certain teachers that they wish they would come very qualified teachers are turning down the jobs because the salaries are getting paid and we in Virginia are less than the 50 state average in what we pay teachers. We need to think about our special education funding has been underfunded for many years. These buckets of funding that we're advocating for cannot just be replacements for what we're already getting but they in some ways need to be in addition to and that balance needs

[01:13:00] to be figured out because public education is underfunded currently and so the conversation about making sure that the state and the federal government pay their fair share has to be done in conjunction with what is the appropriate amount that we need to have an excellent public education system and i don't want that point to get lost thank you miss sizemore heiser mr moon thank you mr chairman uh echoing the sentiment you expressed mr chairman on accountability unfortunately a state board of education are appointed by a current governor uh it's just for the political gain uh they they did this to us this to a public schools entire public school

[01:13:40] system in the common of Virginia I don't know whether we'll be successful in making a major changes from that through upcoming legislative session but I mean what I see is what I see is a grand design grand plan behind the governor and his appointees to discredit the public schools discredit public school system so that they could divert the resources to some areas mr. chairman that is very unfortunate.

[01:14:13] Thank you, Mr. Moon. All right, Ms. St. John-Cunning. I echo what everybody said, and I really want to thank the work of the two colleagues that were -- our two colleagues that did this work on our legislative agenda.

[01:14:28] They put a lot of time into this. I just want to say that the most impactful investment as a community that we can make is in our children. That's our future. And a free and public education is the cornerstone of our democracy.

[01:14:45] That's why all of this matters. That's why all of this is important. Thank you, Ms. St. John Cunning. Go back for Mr. Dunn. All right, I apologize. All right, let's see here.

[01:15:04] I would like to call on Dr. Anderson for an omnibus amendment. I move to amend the 2025 Fairfax County School Board State and Federal Legislative Program by adopting amendments one through 16 as detailed in the agenda item on board docs.

[01:15:21] Is there a second? Second. It's Ms. Marin. Mr. Dunn. Dr. Anderson, would you like to speak to your motion? Yes. I was hoping that they would be posted. Thank you. In addition to some of the information that was just talked about, I want to put a final point on some of these amendments.

[01:15:43] Some of these amendments are to clarify existing positions that may be a little obsolete because their time has passed. But there are some that have been listed to really offer greater clarification. For example, a great deal has been made of the NAEP or the NAEP scores of recent years in terms of their importance, but one of our positions in this agenda, I'm sorry, in these amendments is to clarify those NAEP scores.

[01:16:11] For example, how many students are taking them, just to offer some context, because they are very limited, and so we want for the federal government to be in the forefront of ensuring that that kind of data comes with context. We also want to ask for flexibility to use alternative assessments, such as AP and IB.

[01:16:32] We know those students are excelling in our schools. We know when they go off to college, they're also excelling there. So we'd like to have flexibility to include some of those test results under the accountability. And I won't go into some of the details that have already been shared.

[01:16:47] And we also, one of the amendments is to maintain ultimate authority over the establishment of charter schools. We know that there's a grand plan at play. So we want to make sure that the final authority rests with the school board. And lastly, I want to just share that, there's 16, I'm not going to be able to cover all of them, but the last one that I want to highlight is that we want for the federal government, particularly HUD, to end their reliance on working with organizations such as great schools in order to determine school quality.

[01:17:21] schools has no idea of what happens in our buildings I would much we would all much prefer that there be a more robust system of gathering that information because we do know how impactful it is to our community thank you dr. Anderson mr. Dunn would you like to speak to your second no I just want

to thank my colleagues dr. Anderson and Miss Marin and everyone on the board who has worked on these options because making sure that our schools have the necessary

[01:17:57] funding to provide a world-class education to every child, regardless of their background, regardless of their family situation, regardless of which school they attend, so they have the opportunity and the resources to explore their interests and realize their potential.

[01:18:12] It should be not just the highest priority of the school board, but also of our community because as the supervisors, as our state legislators say, as we always say, our schools are the foundation of this community or the foundation of the local economy and the foundation of everything that happens and the basis of our quality of life.

[01:18:32] Thank you. Thank you Mr. Dunn. Ms. Marin. So as has been said there is this big theme and it is the dismantling of public education and I know it sounds unbelievable but I've seen and we're seeing people catching wind And when we looked at these amendments, you know, we really focused on trying to further reinforce the local control of our schools.

[01:18:59] There's a reason in Virginia that school boards retain the local controls, and that's part of the state constitution. And when the governor does things like pass executive orders or change state standards without input from local school divisions or funding for those changes, that undermines our local authority.

[01:19:17] AND I PERSONALLY HAVE SEEN THIS BEFORE BECAUSE THIS IS NO CHILD LEFT BEHIND 2.0. SO THAT WAS THE FEDERAL EDUCATION LAW THAT CAME IN IN 2002 AND WHEN I WORKED IN THE TITLE I OFFICE IN THE U.S. DEPARTMENT OF EDUCATION AND THE WHOLE DESIGN WAS SHOW THAT SCHOOLS ARE FAILING, STOP FUNDING THEM, GIVE FAMILIES VOUCHERS AND THEN PUBLIC SCHOOLS ARE GONE.

[01:19:38] THIS IS THE SAME THING. THE NEW ACCOUNTABILITY PLAN WANTS TO SHOW THAT WE'RE FAILING, CREATE THAT NARRATIVE but it's very dangerous and we only have to look to Houston as an example. In Houston, per state law, the superintendent was removed and the elected school board of Houston was put to the side and a new board assigned.

[01:19:59] We don't want that to happen here. We know what's best for our students. I know the community believes that they want to be as close to our schools as possible, so these amendments in this legislative program further bolster and remind us all and when we speak with our legislative representatives we have seen this before we've got to fight to not let it happen again so I thank my colleagues for adding in these and adding in some really nice ones like college and workforce readiness pieces especially about steam and quantum information science and artificial intelligence brought by Ms. Dixit so we got a lot of ground to cover but I'm glad that we could put this in one

[01:20:36] nice neat package thank you Dr. Anderson yes one of the things that I failed to share earlier is that this legislative pro this program has three parts obviously the main body then we have the priority positions there's also a third component that is not available yet which is our joint priority position with the board of supervisors that will be coming in the next few weeks as they take on that work we are a little bit earlier in our schedule as um than we've been before which is why it's not part of the program at this point but it will be an addendum that is added um when we are able to meet with the board of supervisors after they have started their

[01:21:14] legislative work thank you dr anderson seeing no others we will go ahead and vote for the motion that is scrolling on the screen it's rather extensive maybe we can go back and forth a couple of times all right it's also available on board docs all those in favor of the omnibus amendment miss marron miss dixit mr mckelveen dr anderson mr mcdaniel miss anderson miss seismarheiser mr dunn mr moon miss st john cunning miss lady and myself that is unanimous the motion passes

[01:21:50] uh agenda item 5.04 action item special rule of order on motions i call on mr moon for a motion i'm so sorry just point of clarification point of order we vote point of order we voted on the amendments but we did not vote on the main motion your point of order is recognized and agreed with uh we have amended the main motion uh with that omnibus motion uh and we will now move on to voting on the legislative program as amended all those in favor of the legislative program is amended, please raise your hand. All right. Ms. Marin, Ms. Dixit, Mr. McElveen, Dr.

[01:22:29] Anderson, Mr. McDaniel, Ms. Anderson, Ms. Seismore-Heiser, Mr. Dunn, Mr. Moon, Ms. St. John Cunning, Ms. Lady and myself. That is unanimous as well. The motion actually passes this time. Thank you for the point of order. All right. Agenda item 5.04, action item special rule of order on motions. I call on Mr. Moon for a motion. Thank you, Mr. Chairman. I move that the school board to adopt a special rule of order requiring school board members to submit final language for non-agendized motions to the board clerk and all other board members at least 48 hours in advance of the

[01:23:04] regular meeting in which it is to be considered as detailed in the agenda item this special rule of order shall be reviewed by the board no later than the end of the 2024-25 school year to determine efficacy. Is there a second? Second. Ms. Seizemarheiser. Mr. Moon, would you like to speak to your motion?

[01:23:26] Just briefly, Mr. Chairman, this is something the board discussed at the retreat a few weeks ago. This motion is part of the school board's efforts for continuous improvement in doing its work. The board can do the best work when each board member has a sufficient time to the research, to consult with other board members and staff, and think through before making decisions. Giving notice to the other board members at least 48 hours in advance for a motion that a board member wants to propose should be a minimum requirement. Such 48 hours of

[01:24:02] advance notice also helps the public providing their feedback to the board before the vote. There may be some board members, hopefully not, who are uncomfortable with this new approach, but I believe that this will help the board become better disciplined and produce better work.

[01:24:21] i hope that my colleagues will join me to giving ourselves an opportunity to try this the board can review its efficacy by the end of this career and change its mind if this new approach does not work uh one more thing to add is that the difference between a majority vote and a super majority of two-thirds will be just one vote in the most of the cases for our board of 12 members a majority is seven votes while the two-thirds is eight so the difference is only one

[01:24:55] vote and if there is any matter that a board member has been unable to give the required 48 hour notice but yet the matter is considered so important that the board member will just need to convince one more board member to achieve the supermajority i ask my colleagues for the support of this motion. Thank you Mr. Moon. Ms. Sizemoreheiser would you like to speak to your second? I think Mr. Moon covered it very well but I just also wanted to add that this really only prevents new amendments or main motions that aren't on the agenda. If there's an amendment to

[01:25:33] a board member submitted motion or other board members or a follow-on to a board member submitted motion that's allowed within the 48 hours and again this can be suspended for two-thirds vote as Mr. Moon said there's only one more vote than it takes to actually pass but the other thing I wanted to mention is that any motion that may have been thought about during that 48-hour window can be brought at the next meeting so it's a two-week delay which if for anything that doesn't fall in these rules within a 48-hour window and that really gives us a lot of time it gives us more sufficient time to do our work thoughtfully sometimes when things are brought within that 48 hours unless there's some significant emergency by which point we can get the

[01:26:11] two-thirds vote if it's that much of an emergency it makes it difficult for all us to have the conversations we need. As many of you may know the sunshine laws restrict our ability to have conversations more than one on one outside of a public meeting and while that's really really great in terms of the public being aware of the business we're doing it does take longer for us to have conversations with with 11 other people to make sure everybody understands what motion we're bringing the implications to have those conversations to work collaboratively TO MAKE CHANGES THAT NEED TO BE MADE AND SO THIS JUST MAKES SURE THAT WE HAVE AT LEAST

[01:26:47] 48 HOURS TO HAVE THE TIME TO HAVE THOSE ONE-ON-ONE CONVERSATIONS WITH EACH OTHER AND TO BE THOUGHTFUL AND TALK TO STAFF AND THINK THROUGH THE IMPLICATIONS OF WHAT WE'RE DOING IF THERE'S SOMETHING THAT'S URGENT WE CAN STILL DO IT WITH A TWO-THIRDS VOTE AND THINGS THAT ARE NOT URGENT WITHIN THAT 48 HOURS COULD ALWAYS BE BROUGHT AT THE NEXT MEETING SO IT JUST GIVES US SPACE TO BE THOUGHTFUL ABOUT OUR WORK THANK YOU MS SIZEMORE HIZER DR. ANDERSON THANK YOU JUST A COUPLE OF questions um the follow-on motions um a few months ago we had a motion that was at the table

[01:27:24] in which we did not find the superintendent to be in compliance of an el that was not predetermined and that is not a member submitted motion how would that work under this um new proposal because there are two possible outcomes to the agendized item as written in uh the agenda and that is compliance or not. So then last time we were able to submit a we were able to submit a substitute motion rather than voting not in compliance we offered a substitute motion so that would not then be allowed. It would if it was provided

[01:28:04] 48 hours before the meeting and I believe the EL reports are provided to the board well in advance of the meeting. Okay so it's just the fact that it's already written does not would not preclude from switching. Correct. If If something's on the agenda, the amendments, follow-ons, whatever, have to be submitted 48 hours in advance.

[01:28:24] Okay, so that one is already built in. Yeah. And another point of clarification, I think I'm a little unclear. The first portion that says, per Robert's Rules, this motion can be adopted by either two-thirds or with the majority. Maybe our parliamentarian can help us with that.

[01:28:41] Why either? Usually we have one or the other. Why is this one particularly flexible? Because why would you shoot for two-thirds if you could just get majority? It's a majority of the entire membership, not just a straight majority vote.

[01:28:57] It's actually an elevated voting requirement because this is a special rule of order. I'm sorry, can you repeat that second part? This is actually an elevated voting requirement because it's a special rule

of order. But a majority of the entire membership, that would be seven, regardless of how many members are here, is sufficient to adopt this.

[01:29:15] In other words, two-thirds of a seven-person quorum would not be sufficient for adopting this. I see. So we need, okay, thank you for that. That's it for right now. Thank you, Dr. Anderson. Mr. Dunn? When the motion was originally circulated as school board members, there was a lot more explanatory language, but this is the totality of the motion.

[01:29:42] Is that correct? It says as indicated on the agenda item, and the agenda item is the same that's been circulated. Okay. 48 hours in advance of the regular meeting, I just wanted to clarify my understanding. The regular meeting starts at 7 p.m. on Thursday, so 48 hours before that would be 7 p.m. on Tuesday, is that correct?

[01:30:02] Yes. And what determines whether a motion is agendized or non-agendized? The chair and the superintendent, as the governance manual states, work together to build the meeting agenda.

[01:30:18] So if a motion is submitted by a school board member more than 48 hours in advance, it will be included on the agenda? Yeah. Are there any exceptions to the term non-agendized motions?

[01:30:40] There are two categories. There's agendized motions and non-agendized motions, right? So if you brought a motion, that would not be an agendized motion, so it would require 48 hours. If you wanted to change something on a motion on the agenda already, that would require 48 hours.

[01:30:56] The things that don't require the 48 hours. So, for example, somebody couldn't bring a motion at the last possible minute and think nobody can amend this, nobody can replace this, et cetera. So if you bring something to the agenda, other people are allowed to offer amendments, et cetera, inside of that 48 hour.

[01:31:18] And that's detailed in the agenda item. So amendments to motions don't need to be. To board member brought motions. in other words you have the agenda before you a week in advance of the meeting right so if you want to offer amendments to agendized items or substitute motions or follow-on motions 48-hour rule applies if you bring a new motion to the table outside of that 48-hour window somebody can offer an amendment to that we can't cut somebody off just because somebody may have submitted at 6 59 p.m on Tuesday and think ah now they can't touch it not the case also there's a

[01:31:58] big carve out here. If you get two-thirds of the board you can bring any motion. Is there any does this affect at all the rights of school board members to object to items on the consent agenda? No. Even on the dais? Objecting is not a motion. Okay just want to clarify thank you. Although I would say that the consent agenda is also posted a week in advance of the meeting giving board members ample time to study it and provide their objections early. I'll note there there it is a regular occurrence that items on board docs are not posted until sometimes the day of

[01:32:36] the hearing, so it's certainly not the case that the full agenda and everything that goes with that agenda are posted a week in advance. That has not been the case for any hearing as long as I've been on this board. Mr. Shulma, since this is my motion, could I respond to that?

[01:32:53] You have to wait to be recognized, Mr. Moon, I'm sorry. And since there's nobody else, you can have a go back. Thank you, Mr. Chairman. And we discussed that aspect at the last retreat to Mr. Dunn, so

we are, we did ask the superintendent or anybody else to post the necessary documents as soon as possible so we can do our jobs in the best way we can.

[01:33:17] Thank you, Mr. Moon. Dr. Anderson. I'm sorry, Mr. Moon, I could not make out what you had said. Can you repeat your last statement? We did ask a superintendent. You're asking me, Dr. Anderson. Mr. Chairman, may I?

[01:33:32] Okay. We did ask a superintendent to provide, you know, post, you know, all the necessary documents that we need to make a decision at the regular board meetings as soon as possible. Okay. Would as soon as possible be more than 48 hours?

[01:33:48] Hopefully more than 40 hours, yes, because we need to have that 40 hours. Okay. I just want to make sure. I got lost a little bit, and I apologize because I wasn't at the retreat when this was discussed. Regarding substitute motions, let's just kind of go back to an example that I have just so I can kind of structure my thinking.

[01:34:10] When Ms. Marion and I brought the motion for phasing to the boundary policy, clearly that was done way within 48 hours. Can substitute motions to that be brought at the dais in this setting?

[01:34:25] I believe the final language for that motion was brought the night before the meeting. SO IT WOULD HAVE TO BE BROUGHT 48 HOURS IN ADVANCE, JUST LIKE THE SUBSTITUTE MOTION WOULD NOT QUALIFY BECAUSE IT WAS BROUGHT WITHIN THAT PERIOD.

[01:34:41] IN OTHER WORDS, YOU CAN'T RUN OUT THE CLOCK BY SUBMITTING A MOTION AT 6:59 AND THINK THAT NOBODY CAN OFFER AN AMENDMENT OR SOMETHING ELSE. THE MOTION THAT YOU'RE SPEAKING ABOUT, NOT THE SUBSTITUTE, WAS SENT TO THE BOARD FINAL LANGUAGE THE NIGHT BEFORE THE MEETING. SO THAT WOULDN'T HAVE BEEN POSSIBLE BECAUSE IT WAS NOT OUTSIDE OF THE 48-HOUR WINDOW.

[01:35:00] SO LET'S JUST WALK THIS BACK A LITTLE BIT. LET'S SAY IT WAS SENT WITHIN 48 HOURS, SUBSTITUTE MOTION CAN JUST BE BROUGHT AT ANY POINT AFTER THAT. CORRECT, OR AN AMENDMENT OR WHAT HAVE YOU, THAT WAY THE BOARD IS NOT PENALIZED FOR SOMEBODY SHARING A MOTION AT THE LAST MINUTE.

[01:35:18] WHAT I DON'T AGREE WITH YOUR TIMING, THANK YOU FOR ANSWERING THE QUESTION. MR. MCDANIEL. QUICK QUESTION, AND I SHOULD PROBABLY GATHER THIS IF I READ CLOSER.

[01:35:36] If an item is, like we had an item pulled off of consent this morning, which is fine, how would this rule, if passed, impact amendments that would potentially be brought to an item pulled off consent for action, if at all?

[01:35:54] It is not an agendized item, and since that's happening within the 48-hour window, you're allowed to offer amendments. All right. Seeing no others, we will go to the vote. All those in favor of the motion on the screen, Ms. Marin, Ms. Dixit, Mr. McDaniel, Ms.

[01:36:13] anderson miss sizemore hyzer mr moon miss st john cunning miss lady and myself all those opposed dr anderson mr dunn all those abstaining mr mckelveen will the board or the clerk read the vote did you indicate that miss lady was a yes i'm sorry correct okay so then it's nine two one the motion carries thank you agenda item 5.05 award of contract outdoor classrooms phase one excuse me

[01:36:45] PHASE ONE BID PACKAGE ONE. I CALL IN MS. MARIN FOR A MOTION. I MOVE THAT THE SCHOOL BOARD AWARD A CONTRACT FOR THE OUTDOOR CLASSROOMS PHASE ONE BID PACKAGE ONE TO THE LOWEST RESPONSIVE AND RESPONSIBLE BIDDER HENLEY CONSTRUCTION COMPANY INC IN THE AMOUNT OF $1,397,000 AND AUTHORIZE THE DIVISION SUPERINTENDENT OR THE CHIEF OF FACILITY SERVICES AND CAPITAL PROGRAMS TO EXECUTE DELIVER AND ADMINISTER THE CONTRACT ON BEHALF OF THE SCHOOL BOARD. THANK YOU MS. MARIN. IS THERE A SECOND?

[01:37:14] Mr. McIlveen, second. All right. Ms. Marin, would you like to speak to your motion? I've been waiting for this day since September 2022 when the board approved the use of one-time state-provided funds to do things just like this to improve our facilities for students.

[01:37:35] Now you'll see that there are two other contracts later on in the consent agenda that are very similar with two other bid packages. And I chose to pull this off because I think it's really IMPORTANT THAT WE STOP AND UNDERSTAND THE PROCESS OF GETTING OUR FACILITIES UPGRADED AND ALSO CELEBRATE THAT WE'RE HAVING SO MANY SCHOOLS, THE NUMBER IS 17, 17 SCHOOLS GETTING THESE CLASSROOMS.

[01:37:55] SO THE OTHER TWO CONTRACTS THAT REMAIN ON CONSENT, THEY'RE ALL FINE AND DANDY. I JUST PULLED THIS ONE OFF TO SPEAK TO IT AND ALSO HAPPENS TO INCLUDE A LOT OF SCHOOLS THAT I REPRESENT. SO I DO WANT TO SHARE THAT WHAT IS MOTIVATED THIS IS to have equity and outdoor learning in our schools up until four years ago we had schools that happen to have parents or volunteers or teacher that could make an outdoor classroom I actually made one at a tree stumps at my child's elementary school and that's great but that's not equitable and research shows that students learning outside actually has a ton of research proven benefits in academics and health and social and it's also if we're trying to get our students to

[01:38:35] connect to the climate even more this is a great way to do it so we approved the funds and the funds were there but it took a long time to get to this point and I do have some questions that I wanted to ask the superintendent to understand more about this process and so in hopes that we could learn how to improve this process in the future so what was doctor can you speak to what was the timeline of this initiative from initial board approval vote which I said was September 1st of 22 to contract award tonight the timeline I think you've

[01:39:11] established it would be from 2022 to this evening so it's roughly two years right that I did I did say that I'm sorry I'm so excited um it's okay so we had money earmarked for these outdoor learning spaces and initially the construction was expected to begin in summer of 2023 and completed within two years so Dr. Reed can you speak to how we got off of that timeline why did that not occur Yes ma'am. Ms. Szymanski I know has been tracking this process since she arrived in Fairfax County Public Schools. Would you please clarify some of the challenges we faced? Certainly. So as you

[01:39:50] mentioned we had funding approved. That funding loaded in fall of 2022. We then went on into procurement and had an architect on board to start the design process in I'd say January or very beginning of 2023. Since then we've gone through the design process and spent quite a bit of time going through our permitting and so what you're seeing tonight is three packages those are the first groupings of projects that have received a permit and we're able to go out to bid the remaining are still with the county or close to being ready to go out to bid okay thank

[01:40:27] you and i do have to admit that i had knowledge of the permitting process because as i learned in january of this year of the 37 outdoor classrooms slated to be reviewed and in construction begun the previous summer by this January only eight of those sites had been permitted so due to some continued follow-up by June 8th the school division had received 19 permits so that's a pretty rapid expansion over that time can you explain what in the permitting process like takes so long each school is site specific but I think in general one of the biggest hurdles we have hit

[01:41:05] with the outdoor classroom project in particular is an interpretation by the county they were seeing this as adding additional space or capacity and therefore needing to bring things like the plumbing code back up to code and asking that improvements be made to the inside of the building which you know we definitely felt strongly against because it was way outside the scope of building this outdoor patio space we didn't have the funds obviously to add like drinking fountains and what not and what have you to all these projects so that kind of just speaks at a high level again each project is a little bit more nuanced from one to the other but you know during that time

[01:41:45] we got involved and had more conversations with the county and got some of the ones that were a little you know more amenable across the finish line and then we wanted to make sure we had enough ready to go to put together a competitive package we wanted to bundle them to make sure we had a A good economy is a scale and that's why we got them into these three packages that you see up here tonight.

[01:42:08] Thank you. So in summary, and I want to correct myself, 22 are being approved tonight and 15 remain. So these 22 schools are all middle and high schools, which all have a population of at least 1000 students. So we're talking about a lot of students using these every day.

[01:42:23] And I think we really need to look to the county to be a leader with us and a collaborator TO PRIORITIZE THESE PUBLIC PROJECTS THAT ARE BEING USED BY THOUSANDS OF STUDENTS EVERY SINGLE DAY AND I CERTAINLY HOPE THAT FUTURE FACILITIES WORK DOES NOT TAKE THIS LONG BECAUSE OUR STUDENTS REMAIN THE COUNTY'S CONSTITUENTS EVEN WHEN THEY'RE INSIDE OUR SCHOOL BUILDING. I WILL LEAVE IT AT THAT. THANK YOU MS. MARIN. MR. MCELVEEN WOULD YOU LIKE TO SPEAK TO YOUR SECOND. THANK YOU. YES. WELL I DO WANT TO FIRST THANK MS. MARIN FOR HER PERSISTENCE WITH THIS.

[01:42:57] THIS WAS OBVIOUSLY SOMETHING THAT CAME FORWARD DURING THE pandemic not only because of the pandemic but because it's important for students but it has certainly the process has well outlasted the pandemic unfortunately but that does mean we're prepared for the next one at least in this aspect so that that is good but I do think it also shows the importance of persistence what I have seen coming back to this board is that things in the past that this board has approved and expected to move forward whether it was salad bars that

[01:43:31] took 12 years or there are countless examples but we need to find a way to make sure that the the initiatives that we set forth aren't just wiped away by by mid-level staff and this is this again is a good example but I'm very grateful to staff as well who have persisted and made sure that this comes forward this is a great benefit to our students to our teachers and it will certainly help teach the importance of not only getting to green but

[01:44:09] environmental stewardship and that's something we can all be grateful for thank you. Thank you Mr. McElveen. Ms. Seismar Heiser. Thank you and again I appreciate the hard work of staff this is

something we talked about when we started the previous board about expanding outdoor classrooms I did have question though I noticed that there's about 15 maybe a few more schools that aren't contracted either on the two that packages that are on consent or the one that is on action and two out of those three are in the Braddock district and our large schools Robinson is an incredibly large school that doesn't have a contract Woodson is another one Annandale which is not located in the

[01:44:48] Braddock district but has a decent amount of Braddock students so I'm kind of curious in fact I think the only one West Springfield and Irving are on there but again i'm kind of curious why such large schools with a middle and a high school combined as robinson hasn't gotten a contract yet sure i'd need to get more information because again it's really nuanced to the design itself if the existing plumbing code was way off from what's in the existing building again we really have to take it on a case-by-case basis i will say though since getting involved and we've been trying to build stronger partnership with the county at the

[01:45:25] staff level and so that's where you saw that big uptick in a bunch of permits being released and we're continuing to work very collaboratively with them to get the rest over the finish line and so i do want to commend the staff and the county staff working with us through that in the last six months that's i'm so glad to hear about the collaboration with the county i know that environmental stewardship and outdoor learning spaces is important to them as well i just wanted i was just kind of curious when i saw the few that were left why there were so many in that particular district and what was going on. I don't think it's a county. I just was curious if it's something with the school, if it's something I need to advocate for as that district rep.

[01:46:04] But I'm glad to I'm really glad to hear about the collaboration. I know this is an issue that's important for both of us. I know the county supports it as well. So I'm glad to hear that. Thank you. Thank you, Ms. Seismarheiser. Dr. Anderson. Thank you. And thank you as well to Ms. Marin for her continued advocacy on this. Along the lines of what we just asked, can you SPEAK A LITTLE BIT, MISS, REGARDING THE CRITERIA THAT WAS USED TO DETERMINE THE SCHOOLS THAT WOULD HAVE OUTDOOR CLASSROOMS. YOU KNOW, THAT WAS DETERMINED BACK IN 2022 WHEN THEY WERE FIGURING OUT HOW TO

[01:46:41] ALLOCATE THAT ONE-TIME FUNDING. SO I WOULD HAVE TO GO BACK AND LOOK AT THAT. I BELIEVE MIDDLE SCHOOLS AND HIGH SCHOOLS WERE SELECTED BECAUSE THAT'S WHAT THE FUNDING COULD ALLOW. THERE'S A LOT MORE ELEMENTARY SCHOOLS. SO I BELIEVE THE STRATEGY WAS TO FOCUS ON THE SECONDARY SCHOOLS AND also those schools typically have a much higher enrollment and can affect more students and impact them okay and that's very curious because along the lines of what miss Sizemore heiser just said none of the middle schools in the that serve mason district students have been identified glasgow

[01:47:14] which can serve a lot of students and poe and home and i'm sorry and luther jackson those are not on the list so i'd be curious to find that information secondly can you speak to what the scope of the outdoor classroom what should families think will what should families look to being erected in those spaces sure and i'm happy to actually provide a little narrative we were actually working on that this morning in advancement of the hopeful passing of this action item and it at a high scale it's going to be nice paved area so that you can actually have

[01:47:52] teaching and learning take place seating i think rain collection and a variety of sustainable features thank you thank you dr anderson all right seeing no others we will go ahead and have the vote all those in favor of the motion on the screen miss marron miss dixit mr mckelveen dr anderson mr mcdaniel miss anderson miss sizemore heiser mr dunn mr moon miss st john cunning miss

[01:48:21] lady and myself that is unanimous the motion carries congratulations all right agenda item 6.01 performance review instructional program el9 monitoring report i call on dr reed for a FOR A MONITORING REPORT ON EXECUTIVE LIMITATION 9 INSTRUCTIONAL PROGRAM.

[01:48:51] SO GOOD EVENING CHAIRMAN FRISH AND WE ARE TEEING UP THE PRESENTATION FOR EXECUTIVE LIMITATION 9 AND THIS IS DISCUSSING THE INSTRUCTIONAL PROGRAM AND WE RECENTLY HAD SEVERAL LIVELY CONVERSATIONS BOTH AT SENIOR LEADERSHIP AND ALSO THIS MORNING AT THE ALL COUNTY PRINCIPAL MEETING.

[01:49:15] SO THIS IS CLEARLY ONE OF OUR CORE MISSIONS, OUR INSTRUCTIONAL PROGRAM HERE IN FAIRFAX COUNTY AND I'M NOT SURE, JANET, ARE YOU RUNNING IT OR DANCING? OKAY. LET'S GO AHEAD AND GO TO THE NEXT SLIDE. THANK YOU. AS A REMINDER, EXECUTIVE LIMITATION NINE TALKS ABOUT OUR PROGRAM OF INSTRUCTIONS FOR ALL STUDENTS THAT'S ALIGNED WITH THE DIVISION'S STRATEGIC PLAN GOALS AND OFFERS INNOVATED ACADEMIC LEARNING EXPERIENCES AND SO FORTH AS YOU SEE ON THE SCREEN.

[01:49:49] AND AGAIN, AS WITH ALL EXECUTIVE LIMITATIONS AT THE TIME OF THIS REPORT, TO THE BEST OF MY KNOWLEDGE, INFORMATION AND BELIEF, WE'VE GATHERED INFORMATION AND EVIDENCE THAT I BELIEVE SUPPORTS COMPLIANCE WITH THE BOARD'S EXECUTIVE LIMITATION ASSOCIATED WITH THIS TOPIC.

[01:50:04] SO THIS EVENING I'LL WALK THROUGH THE ESSENTIAL COMPONENTS. THERE ARE ACTUALLY 11 AREAS OF EL9. AND ON THIS SLIDE YOU SEE ITEMS 1 THROUGH 5. And on the next slide, you'll see items 6 through 11.

[01:50:22] So what I'm going to do is tonight, again, we've tried to work with adding some newly added or updated areas of executive limitation 9. And I want to remind those watching and those here this evening to note that the full report is available on board docs.

[01:50:45] So the first topic area of this EL is to deliver academic curriculum and a rigorous instructional program. And it's important to note that FCPS aligns its academic curriculum and instructional program to the Virginia Standards of Learning or our SOLs.

[01:51:03] And there are new standards in English, math and social studies. The full implementation of the 2024 English Standards of Learning and the 2023 Mathematics STANDARDS OF LEARNING WILL HAPPEN IN THE 24-25 SCHOOL YEAR.

[01:51:19] THAT WOULD BE THIS YEAR. SO WHILE WE'RE DOING ALL THE OTHER ACCREDITATION AND ACCOUNTABILITY CONVERSATIONS, WE'RE ALSO UPDATING STANDARDS. AND SOCIAL STUDIES IS CURRENTLY BEING REVISED TO MATCH THE IMPLEMENTATION OF NEW STANDARDS IN THE 25-26 SCHOOL YEAR WHICH WILL BE NEXT YEAR.

[01:51:39] PLANNING AND PACING GUIDES HERE IN THE DIVISION PROVIDE A HIGH DEGREE OF DIRECTION AND HIGH QUALITY CURRICULUM RESOURCES TO GUIDE INSTRUCTIONAL PLANNING

AND TO WORK TOWARDS ENSURING ALL STANDARDS OF LEARNING ARE ADDRESSED. I WANT TO REMIND FOLKS THAT OUR MATHEMATICS PLANNING AND PACING GUIDES REFLECT VDOE REVISIONS AND SUPPORT OUR GOAL OF ALL STUDENTS MINIMALLY REACHING ALGEBRA BY EIGHTH GRADE.

[01:52:03] AGAIN, THIS IS ONE OF OUR STRATEGIC PLAN GOAL 3 MEASURES. THE BASAL CURRICULUM MATERIALS THAT HAVE BEEN PURCHASED FOR K-6 LANGUAGE ARTS ARE ALSO being adopted at this time. So we want to make sure that we're ensuring programs, curriculum and materials support equitable access and opportunity.

[01:52:22] And we'll be talking a little bit about that later this evening in the academic matters portion. We'll be drilling down into literacy. But I also want to note that we have new English language development basal resource materials for the 24/25 school year.

[01:52:40] And in fact, this is actually a first in the school division to have aligned materials that are basal materials for our English language development for multilingual learners. So as we also work to think about equitable access, want to make sure we're highlighting our universal design for learning work and excited to continue our work with in-person high impact tutoring.

[01:53:05] And you can see the data on the slide as of May this past year. WE HAD 10,800 STUDENTS SERVED THROUGH HIGH IMPACT TUTORING. AND FOR THIS YEAR WE'LL BE IN 169 ELEMENTARY AND MIDDLE SCHOOLS WITH APPROXIMATELY 550 TUTORS.

[01:53:23] WE ALSO WANT TO MAKE SURE THAT IN EL9 WE ARE REGULARLY REVIEWING INSTRUCTIONAL PROGRAMS AND PRACTICES. WE ALSO HAVE A 7-YEAR CYCLE FOR CONDUCTING REVIEW FOR NEW BASIL RESOURCES WHICH ARE GENERALLY ALIGNED TO THE CYCLE OF REVISION FOR THE VIRGINIA STANDARDS OF LEARNING, HOWEVER THOSE ARE MOVING MORE QUICKLY THAN WE'RE ABLE TO CONTINUE TO KEEP UP WITH THEM, PARTICULARLY THIS YEAR.

[01:53:49] I DO APPRECIATE THAT THE BOARD MEMBERS WILL BE IDENTIFYING K-12 SOCIAL STUDIES REPRESENTATIVES FOR THE BASIL RESOURCE ADOPTION REVIEW AND WE'VE MOVED UP OUR K-12 MATHEMATICS BASIL RESOURCE ADOPTION REVIEW A YEAR INTO THE 25-26 IMPLEMENTATION FOR NEXT YEAR WHICH IS A YEAR AHEAD AND 26-27 FOR ELEMENTARY AS WE RECOGNIZE NEW MATH STANDARDS ARE ALSO GOING TO REQUIRE A NEW APPROACH.

[01:54:21] SO ADDITIONALLY THE DEPARTMENT OF SPECIAL SERVICES IS GOING TO CONTINUE REVIEWING THE ENHANCEMENT PLAN AND ASSOCIATED DATA. WE WANT TO CONTINUE TO ENSURE CONSISTENCY AND INSTRUCTIONAL EXPECTATIONS ACROSS ALL SCHOOLS AND PROGRAM, AND THIS DID GARNER QUITE A LITTLE BIT OF CONVERSATION WITH THE TEAM, BUT WE DO KNOW THAT WITH THE VIRGINIA LITERACY ACT, THE SAME TRAINING AND EVIDENCE-BASED STRATEGIES HAVE REALLY BEEN PROVIDED ACROSS THE ENTIRE SCHOOL DIVISION. DURING THIS PAST SUMMER, WE HAD OVER 5,800 ELEMENTARY TEACHERS AND SPECIALISTS attend three days of professional development.

[01:55:00] And we've provided specific guidance for language arts and social studies teachers to ensure that sixth grade students in the middle schools and at the elementary schools are all receiving comparable time with evidence-based literacy instruction as sixth grade.

[01:55:17] So sixth grade, whether they reside in the three middle schools or the elementary schools are receiving the same guidance. SO I THINK WE'RE ON SLIDE 10. GREAT. SECONDARY GRADING AND REPORTING GUIDELINES WERE UPDATED THIS YEAR FOR A ONE-YEAR PURPOSE WHILE WE'RE REVIEWING THOSE OBVIOUSLY IN THE GOVERNANCE COMMITTEE OF THE BOARD.

[01:55:43] AS WELL AS SUBSEQUENT TO THE GOVERNANCE COMMITTEE REVIEW, LIKELY THE GRADING COMMITTEE WILL RECONVENE. THE DIVISION'S ASSESSMENT PLAN OUTLINES THE COLLECTION OF ASSESSMENTS THAT FULFILLED VARIOUS ROLES IN MEASURING ACADEMIC PARTICIPATION, STUDENT LEARNING AND SO FORTH.

[01:56:02] AT THE ELEMENTARY LEVEL SCHOOLS ARE PROVIDED WITH INSTRUCTIONAL TIME ALLOCATIONS AS WELL THAT SUPPORT THE DEVELOPMENT OF ACADEMIC LEARNING. SO HERE WE SEE THE FINAL SET OF NEWLY UPDATED EVIDENCE ABOUT CONSISTENCY ACROSS ALL SCHOOLS AND PROGRAMS.

[01:56:19] WHEN WE LOOK AT OUR MULTITIERED SYSTEMS OF SUPPORT AND HOW WE'RE WORKING ACROSS THE system with that, there are division-wide expectations and a research-based framework. For this particular school year, all interventions are going to be documented and progress will be tracked through our student information system.

[01:56:38] All schools also have developed a school improvement and innovation plan that aligns to goal 3 of the strategic plan. So that level of alignment really provides some organizational coherence which I believe AND YOU WILL SEE IN OUR GOAL REPORTS IS REALLY MOVING OUR STUDENT ACHIEVEMENT FORWARD.

[01:56:58] SO THIS ITEM TALKS ABOUT HOW WE EFFECTIVELY MEASURE STUDENT PROGRESS. FOR THIS 24/25 SCHOOL YEAR WE HAVE DIVISION-WIDE COMMON ASSESSMENTS. AND THIS IS A FIRST IN TERMS OF MORE FORMATIVE COMMON ASSESSMENTS.

[01:57:14] AND THESE WILL BE IN MATHEMATICS, READING AND SCIENCE. AT THE ELEMENTARY GRADES, THIS WILL BE AT THE UNIT LEVEL. AND SIXTH GRADE STUDENTS IN MIDDLE SCHOOL WILL ALSO PARTICIPATE IN THE READING UNIT ASSESSMENTS. AT MIDDLE AND HIGH SCHOOL LEVELS, DIVISION WIDE COMMON ASSESSMENTS WILL BE USED IN SELECT COURSES, PRIMARILY AGAIN IN READING, MATH AND SCIENCE AT DESIGNATED SCHOOLS.

[01:57:39] SCREENING AND GROWTH ASSESSMENTS WILL CONTINUE AND STAFF WILL CONTINUE TO MONITOR STRATEGIC PLAN GOALS. DURING THIS PARTICULAR ACADEMIC YEAR, WE WILL CONTINUE TO HAVE UPDATES ON THE EFFORTS of the division in all five goal areas. In FCPS again we do have a strategic and intentional data collection effort that ensures information is collected on a regular basis and reviewed by the team and where necessary resources deployed.

[01:58:07] So just a lot of data collection as part of this work. The next part of this executive limitation shows how we provide an instructional program THAT INCLUDES OPPORTUNITIES FOR STUDENTS TO DEVELOP EXECUTIVE FUNCTIONING SKILLS, SOCIAL EMOTIONAL AND PORTRAIT OF GRADUATE SKILLS, AS WELL AS TALENTS AND INTERESTS IN OTHER MORE SPECIALIZED AREAS.

[01:58:29] WE HAVE A CONSISTENT SCOPE AND SEQUENCE AND REQUIRED ADVISORY LESSONS AS WELL AS EQUITABLE ACCESS TO LESSONS IN ACADEMIC AND CAREER PLANNING, ACADEMIC HABITS AND SOCIAL EMOTIONAL LEARNING. WE ARE ALSO -- THIS PARTICULAR SCHOOL YEAR HAVE

ACTUALLY IMPLEMENTED -- WE WORKED ON THE DESIGN LAST YEAR, BUT WE IMPLEMENTED A PILOT TO EXPAND THE DEVELOPMENT OF EXECUTIVE FUNCTIONING SKILLS AND SUPPORT IN GRADES PRE-K THROUGH 12 AT SEVERAL OF OUR SCHOOLS.

[01:59:01] NOW I'D LIKE TO HIGHLIGHT HOW WE IMPLEMENT INCLUSIVE AND ACCESSIBLE INSTRUCTIONAL PROGRAMS AND PRACTICES. THERE'S AN EXTENSIVE LIST ON THE SCREEN OF OUR WORK RELATED TO THE ENHANCEMENT PLAN FOR STUDENTS WITH DISABILITIES IN THE 24/25 SCHOOL YEAR.

[01:59:16] And there's several I think that we want to highlight, particularly implementing machine translations via the Google Translation Hub, finalizing the CSTAR's functionality to securely translate IEP and 504 documents, and looking at an inclusive instructional education framework with guiding principles that I think are really critical.

[01:59:41] I know another piece that I don't think made it on our slide around this topic is our connection FOR STAFF VERY, VERY EARLY BY THE FIRST DAY OF THE YEAR IN TERMS OF WHAT THE ACCOMMODATION NEEDS ARE FOR STUDENTS IN GENERAL ED CLASSES.

[01:59:58] SO AS WE PROVIDE MORE OPPORTUNITIES IN GENERAL EDUCATION CLASSROOMS FOR STUDENTS WITH IEPs THAT THE IEPs ARE MORE ACCESSIBLE TO GENERAL ED STAFF AS WE WORK WITH STUDENTS. I ALSO WANT TO TALK ABOUT SOME EFFORTS AROUND OUR TWILIGHT PROGRAM.

[02:00:16] AND LAST YEAR OF THE 275 STUDENTS THAT WERE SERVED, 94% EITHER WENT ON TO THE NEXT GRADE LEVEL SATISFACTORY OR GRADUATED. AGAIN OUR SUMMER LEARNING PROGRAM PROVIDED ADDITIONAL OPPORTUNITIES AND ENROLLMENT FOR LAST SUMMER, THE SUMMER OF 2024 ACROSS ALL LEARNING PROGRAMS WAS APPROXIMATELY 35,000 STUDENTS.

[02:00:39] SO I THINK THERE'S A REASON WHY MANY STAFF ARE SAYING IT WAS A SHORT SUMMER BECAUSE MANY staff were doing summer school with 35,000 students involved. Item nine on this report is about supporting meaningful research-based innovation in instructional delivery.

[02:00:55] Again, this is about embedding our portrait of a graduate and learning model in our core content. We're also looking at a framework of AI principles and guidance for staff around this topic. WE'VE ALSO REVISED FCPS MATH STANDARDS INFUSING COMPUTER SCIENCE STANDARDS INTO THE CURRICULUM.

[02:01:15] AND OUR ESPETS IN COLLABORATION WITH OUR EDUCATIONAL TECHNOLOGY TEAM ARE WORKING WITH STAFF TO ADVANCE MEANINGFUL LEARNING EXPERIENCES AROUND THE DEVELOPMENT OF DIGITAL LITERACY AND DIGITAL CITIZENSHIP IN ALIGNMENT WITH OUR INTERNATIONAL STANDARDS FOR TECHNOLOGY AND EDUCATION.

[02:01:33] I WANT TO MENTION THAT WE HAVE APPROPRIATE AND TIMELY INPUT FROM STUDENTS, PARENTS AND STAFF IN THE DEVELOPMENT OF CURRICULUM AND INSTRUCTIONAL PROGRAMS. WE HAVE A LIST OF THOSE COMMITTEES ON THE SLIDE. AND THESE ARE EXAMPLES BUT THEY'RE NOT EXHAUSTIVE AS WE HAVE MANY OPPORTUNITIES FOR STAKEHOLDERS TO PROVIDE INPUT.

[02:01:54] TO CONCLUDE THIS EXECUTIVE LIMITATION I WANT TO SHARE THAT WE DO ENSURE FAMILIES HAVE ACCESS TO RESOURCES AND INFORMATION TO SUPPORT SCHOOL SUCCESS. WE'VE

LAUNCHED A REDESIGNED WEBSITE THIS PAST AUGUST, WHICH IS MORE ACCESSIBLE, USEABLE AND HAS A BETTER AND MORE CONSISTENT AND INTUITIVE STRUCTURE.

[02:02:15] FAMILIES ARE ACCESSING A VARIETY OF TOOLS TO SUPPORT CHILDREN'S LEARNING AROUND SCHOOLAGY AND TALKING POINTS. RESOURCES ARE BEING PROVIDED ON OUR PUBLIC WEBSITE ON A VARIETY OF TOPICS AND BACK TO SCHOOL NIGHTS HAVE BEEN EXCEPTIONALLY WELL ATTENDED. AT THIS TIME, BOARD, THIS CONCLUDES THE SUMMARY OF THE MONITORING REPORT FOR EXECUTIVE LIMITATION 9 INSTRUCTIONAL PROGRAM. THANK YOU.

[02:02:42] THANK YOU, DR. REED. AT THIS TIME, I NOW INVITE BOARD MEMBERS TO ASK ANY CLARIFYING QUESTIONS OR PROVIDE COMMENTS. WE'RE GOING TO START WITH DR. ANDERSON. THANK YOU. I'M GOING TO TRY TO TO GO IN ORDER OF THIS, I THINK FOR THE FIRST SECTION OF THIS, WHICH IS NUMBER ONE, ONE OF THE THINGS THAT YOU PROVIDED, ONE OF THE NEW EVIDENCE INFORMATION THAT YOU PROVIDED IS THE PROVISION OF PACING GUIDES, WHICH HAVE BEEN IN PRACTICE FOR QUITE SOME TIME.

[02:03:17] CAN YOU KIND OF SHARE A LITTLE BIT IN TERMS OF WHY THAT IS IDENTIFIED AS NEW EVIDENCE? Yes, ma'am. I believe it's because they've been updated to reflect the new standards. So they're not the former pacing guides. They are new updated slides that match the new standards.

[02:03:36] Thank you. Another question that I have because I know we have had this continuing discussion on the provisions that are put forward by the central office and whether or not teachers are utilizing them and finding them useful.

[02:03:52] What information can you share regarding the pacing guides? Who is using them? Are they guidance or are they expected to be utilized? What feedback do we receive from staff regarding their utility? So at this point I can speak directly to the new reading basal in the K-6 realm.

[02:04:12] I've been in a number of elementary schools recently and the pacing guides are really being utilized heavily because I know that our elementary teachers went through what was called the launch in classrooms and then as we hit unit one pretty much we were hitting unit one across the division and staff I know unit one has been more of a lift than the launch but it's been very clear that the pacing guides are being utilized because as you move from school to school grade levels across schools are very much so working in the same pacing space.

[02:04:48] And how are we collecting that data? Or are we collecting those anecdotes? I will have to say that Dr. Presidio or Ms. Clemenco, are we collecting that particular data? I know that, well I'll be quiet, are we collecting that data?

[02:05:06] Well we're trying to decide who's going to answer this question so maybe we'll both give you some answers and together it'll make a complete answer. The first thing I would say with the pacing guides, they are used heavily and have always been used heavily. It's been my experience since working here. We get feedback from principals, from resource teachers, instructional coaches that work with teachers to use those guides, and then we collect that information and feedback on an annual basis and do typically during the summer curriculum revisions and updates to those guides with teachers from our schools, right? So it's not just done in central office, it's done collaboratively.

[02:05:41] So those are highly utilized. I don't know if no one wants to provide any additional information on the basal materials as well. So I think what I would provide is this year, and Dr. Reed mentioned it,

we've also moved at the elementary level to common assessments. And so those common assessments are not just open to give them whenever you want.

[02:05:59] They're in a certain window, and they're based on those pacing guides. So I think we're going to have some really good data this year about pacing and an achievement with that addition. Thank you. Dr. Proceeders, just a quick follow-up. THAT DATA THAT YOU COLLECT AT THE END OF THE YEAR, WHAT WAS THE USAGE OF THE PACING GUIDES OF LAST YEAR?

[02:06:20] WELL, WE, AGAIN, COLLECT QUALITATIVE DATA. WE'RE NOT COLLECTING QUANTITATIVE DATA. SO QUALITATIVELY, THEY'RE USED HEAVILY. BUT, AGAIN, I COULDN'T TELL YOU SCHOOL BY SCHOOL, GRADE LEVEL BY GRADE LEVEL, CLASSROOM BY CLASSROOM QUANTITATIVELY.

[02:06:35] THANK YOU. I HOPE THAT WE CAN PERHAPS GET THERE. ONE OF THE COMPONENTS OF THIS SECTION IS RIGOROUS INSTRUCTIONAL PROGRAM. just really emphasis on the word rigorous. How do you evaluate that the rigor is consistently applied across our schools?

[02:06:53] I know that the program is available, but how are we determining rigor and whether or not that is consistent? - Well, I think that what's been important is matching our curriculum to the standards, right? The standards of learning. So assuming that the Virginia Department of Education is putting out standards THAT WOULD BE IDENTIFIED AS RIGOROUS, THEN OUR CURRICULUM AND OUR PACING GUIDES HAVE BEEN DESIGNED TO MATCH THOSE STANDARDS.

[02:07:21] I BELIEVE THAT WE'RE REALLY TRYING TO -- AND WE'LL TALK MORE ABOUT THAT IN OUR GOAL 3 REPORT AND PROBABLY GOAL 5 REPORT. WE'RE LOOKING AT THE ACADEMIC INTENSITY OF OUR COURSE-TAKING PATTERNS, RIGHT, MIDDLE THROUGH HIGH SCHOOL IN PARTICULAR.

[02:07:37] AND IT'S SPECIFICALLY HIGH SCHOOL RIGHT NOW. AND I THINK WHAT WE WANT TO MAKE SURE IS THAT AS WE LOOK AT THE MATCH BETWEEN THE LEVEL OF INTENSITY OF COURSES, THE GPA AND TEST SCORES AND THEN POST SECONDARY SUCCESS THAT THERE'S A MATCH THAT WOULD BY BACK MAPPING DETERMINED IT WAS RIGOROUS.

[02:08:00] ALSO TO MS. CLIMENCO'S POINT WITH THE COMMON ASSESSMENTS, YOU KNOW, WE HAVE HIGH EXPECTATIONS HERE IN FAIRFACS COUNTY AND WE WANT TO MAKE SURE WE MAINTAIN THOSE FOR EACH AND EVERY STUDENT AND THE ABILITY FOR US TO PROVIDE THESE TIME SENSITIVE COMMON ASSESSMENTS MEANS THAT WE WILL KNOW IN REAL TIME, NOT AT THE END OF A SEMESTER OR AT THE END OF A YEAR, BUT IN REAL TIME, WHETHER WE NEED TO PROVIDE RESOURCES TO LIFT OUR STUDENTS TO THOSE STANDARDS.

[02:08:28] THANK YOU. AND IF YOU WERE TO LOOK AT MY NOTES, WHEN YOU GET TO PAGE 10, ONE OF THE THINGS YOU WILL SEE IS WHEN YOU TALKED ABOUT THE COMMON ASSESSMENTS, I WROTE, VERY EXCITING. THAT TO ME IS A GREAT OPPORTUNITY TO EVALUATE CONSISTENCY BUT FROM WHAT I THINK I UNDERSTAND THE RIGOR THAT WE ARE UTILIZING, IT'S NOT OUR OWN DEFINITION, IT'S AS DEFINED BY THE STANDARDS AS LAID OUT BY VDOE.

[02:08:51] CURRENTLY, BUT AS I MENTIONED, WE ARE CREATING INTERNAL COMMON ASSESSMENTS WHICH WE BELIEVE WILL LIKELY BE MORE RIGOROUS BECAUSE WE'RE WORKING TO ACCELERATE OUR MATH TRAJECTORY SPECIFICALLY RIGHT NOW.

[02:09:06] THANK YOU. The continuing evidence, this is again very helpful information to have, but what would be helpful for me is to understand better the impact of some of these activities. For example, there's lots of information here regarding the use of Title I funds.

[02:09:23] Can you speak a little bit to the impact of those funds as, not anecdotally, but as you have gathered it in some way so that we know that there's a great return on investment, THOUGH I THINK ALL OF OUR GUT TELLS US IT IS. I'M JUST LOOKING FOR THE EVIDENCE.

[02:09:39] SO I THINK THAT THE SCHOOLWIDE INSTRUCTIONAL MODELS IN PARTICULAR THAT WE'RE LOOKING AT, WE ARE SEEING AN IMPROVEMENT IN STUDENTS' ACHIEVEMENT. YOU'RE GOING TO SEE THAT IN GOAL 3 WHEN WE PRESENT THAT.

[02:09:56] WE'RE ALSO LOOKING AT PARTICIPATION IN PROGRAMS. THE BOARD HAS BEEN VERY CLEAR THAT ALL TITLE I SCHOOLS NEED TO HAVE AN OPPORTUNITY TO PARTICIPATE FOR EXAMPLE, IN SCIENCE OLYMPIAD AND MATH OLYMPIAD, THIS YEAR, EVERY SCHOOL, EVERY TITLE I SCHOOL, ELEMENTARY SCHOOL, HAS SCIENCE OLYMPIAD AND MATH OLYMPIAD AND THREE YEARS AGO THAT WAS NOT THE CASE. SO I THINK THERE'S SOME REALLY CLEAR DATA POINTS THAT SAY, YOU KNOW WHAT, THIS WAS, I MEAN, NOT UNLIKE OUTDOOR CLASSROOMS OR SALAD BARS, RIGHT, THIS IS A HIGH INTEREST EXPECTATION OF THE SCHOOL BOARD, SO WE NEED TO MAKE IT

[02:10:30] SO AND OUR TEAM HAS GONE OUT AND WORKED REALLY HARD TO MAKE SURE THAT WE HAVE THOSE PROGRAMS NOW IN OUR TITLE I SCHOOLS. I WILL SAY OUR TITLE I SCHOOL STAFFING THIS YEAR WE WERE VERY INTENTIONAL WITH STAFFING EARLY AND MUCH, MUCH MORE ROBUST STAFFING BOTH FROM OUR HR DEPARTMENT AND OUR TITLE I DEPARTMENT RECRUITING AND STAFFING OUR TITLE I SCHOOLS NIGHT AND DAY FROM LAST YEAR TO this year.

[02:10:57] I don't know if you want to add more about the impact of Title I, Ms. Clamenco or Dr. Presidio? No, I mean, the only thing I would add is some of the things that we've had centrally, like the Math Olympiad, the AVID, you're not going to see it very discreetly. I think it's going to be a long-term investment when we start to look at course-taking patterns, you know, for Title I students as they matriculate up, hopefully we're going to start to see that increase of rigor in the courses they choose and their outcomes.

[02:11:25] SO I THINK THERE'S A LONG-TERM INVESTMENT HERE TOO THAT NEEDS TO BE RECOGNIZED. YEAH, THE AVID NUMBERS, WHY DON'T YOU SHARE THOSE BECAUSE I KNOW THAT WAS ANOTHER REALLY HEAVY LIFT LAST YEAR IN TERMS OF INTEGRATING AVID INTO OUR TITLE I ELEMENTARIES. I DON'T HAVE THE NUMBER, BUT WE ARE ON TRACK TO HAVE EVERY TITLE I SCHOOL HAVE AN AVID PROGRAM I THINK BY NEXT SCHOOL YEAR.

[02:11:48] RIGHT. SURE. I APPRECIATE THAT. WHEN THIS IS PRESENTED AND WE HAVE SOME OF THESE INITIATIVES AS DESIGNED TO DO CERTAIN CERTAIN THINGS, WHAT I WOULD LOOK FOR ARE SOME OF THOSE DATA POINTS TO REALLY ARTICULATE WHAT THE IMPACT OF THESE ACTIVITIES ARE BECAUSE THAT CONTINUES TO BE MISSING.

[02:12:05] I THINK WE'RE GOING TO GET MORE, BUT THIS IS THE CORE, THIS IS THE INSTRUCTIONAL PROGRAM, SO THIS IS THE PLACE WHERE I'D LIKE TO SEE THOSE ALIGNMENTS BE A LOT TIGHTER. I WILL TAKE A GO BACK. THANK YOU, DR.

[02:12:21] ANDERSON. MR. DUNN. THANK YOU. All the positive changes that are reflected in the presentation, I want to ask specifically, there was a report prepared in September 2022 by the American Institute for Research entitled A Special Education Comprehensive Program Review, and there were 10 pages of recommendations, pages 122 through 132.

[02:12:51] It had been my prior understanding before being sworn in to the board that there had not been complete fidelity of implementation of those recommendations, not for any negative reason but pandemic and other reasons coming out of the pandemic.

[02:13:08] So I wanted to ask whether this program doesn't make reference to that report and there's a lot of positive changes, recommendations in that report that should be implemented. So I wanted to ask what is the status of that report and the implementation of those recommendations?

[02:13:26] Yes, sir. We actually did note that here I believe on number 3 page 7 of the actual report and I don't recall where it is on the presentation but on item 3 it's under new evidence and again we've -- this year one of the things that we -- I think it's sprinkled throughout but in number 3 we've retained a consultant I know this fall and I believe this week was THE KICKOFF MEETING WITH DR. JULIE COSTEN WHO'S GOING TO WORK WITH US ON A NUMBER OF THE

[02:14:04] ASSOCIATED DATA POINTS AND ENHANCEMENT PLAN PIECES. DR. PRESIDIO, DO YOU WANT TO -- I THINK YOU'VE KIND OF WORKED ON THE SPECIAL ED ENHANCEMENT PLAN ALSO. IT LOOKS LIKE IT'S IN CONTINUING EVIDENCE IN SOME PLACES AND NEW EVIDENCE IN OTHERS BECAUSE SOME THINGS ABOUT THE PLAN ARE LAUNCHING THIS YEAR AND SOME LAUNCHED LAST YEAR.

[02:14:26] do you want to sum up kind of where we are with that yeah I mean just real briefly to start I would say I mean it's a great question because this is one of the major pieces of work for us right now in the instructional world after we received the report from AIR we engaged in the development of an initial draft plan we presented that plan to community stakeholders to the board in 2023 we got requests for revisions which we made we've presented that updated version to the the board in the public it's posted on our website it's basically the enhancement plan for supporting students with disabilities it has responses to

[02:15:05] all 19 of the recommendations from AIR but as dr. Reed mentioned a number of those are multi-year efforts that we're going to have to put in place to be able to actually meet what the spirit of the recommendation is so for example we want to make sure that we're exceeding our Virginia Department of Education targets for inclusion we're not meeting those right now we've got a long ways to go to do that so it's going to be a multi-year effort to be able to do that we want to make sure for example that we're supporting our twice exceptional students and accessing the advanced curriculum that they need to be receiving that's going to be a multi-year effort to make sure that we're able to do that because

[02:15:43] those are going to be some significant changes not just to our instructional practices but to our programming as well and so we're continuing to work on that WE ARE WORKING WITH A CONSULTANT RIGHT NOW PRIMARILY AROUND THE FOCUS ON INCLUSION AND MAKING SURE THAT STUDENTS ARE EDUCATED IN THE LEAST RESTRICTIVE ENVIRONMENT.

[02:16:01] SO WE'RE EXCITED ABOUT THE WORK. WE HAD A GREAT MEETING WITH DR. COSTON AND HER TEAM ACTUALLY JUST EARLIER TODAY. SO WE'LL BE HAPPY TO PROVIDE THE BOARD WITH

MORE UPDATES AS THAT WORK PROGRESSES. I THINK IT WOULD BE BENEFICIAL -- I APPRECIATE THAT RESPONSE. I think it would be beneficial just for transparency for FCPS to establish a scorecard that's on a website saying, you know, of the 19 recommendations, these have been implemented, or these are the dates by which they will be implemented, and as Mr. Presidio said, you know, update

[02:16:37] that, you know, every six months or so, just so the public can see, you know, has this been implemented or not because to my understanding all of the recommendations were accepted and endorsed by FCPS, is that correct? That's correct, yes, sir. I also want to ask about a May 2020 program review of the advanced academic programs especially focused on ensuring equitable access for all students in all schools.

[02:17:05] You know, in the Mount Vernon district that I represent we have had issues that, for example, We haven't had equitable access to TJ. But now with the reforms that were made to admissions, we have greater participation, but we also need to make sure for all of our advanced academic programs from elementary all the way through high school that every student has equal opportunity and equal access.

[02:17:29] So I was wondering if you could speak to that, have all of those recommendations been accepted? Where are they in terms of implementation? So yes, sir, I think the Jonathan Plecker report in 2020, right? I just reviewed that again, actually, as a result of an email we all received.

[02:17:48] So I think in reviewing that, it's critically important that we have access and opportunity for each and every student that is able to meet those expectations. And I know that's something in 2020, you know, that that report certainly sheds some light on.

[02:18:09] So, Dr. Presidio, maybe you could provide an update on how that report's been integrated into the work in the division. Yeah, we did not receive as many recommendations as we did in the AIR report.

[02:18:25] Some of the main recommendations were looking at our identification process and trying to to make sure that that was really as equitable as possible particularly having opportunities to identify students that might come from linguistically diverse backgrounds for example so making sure that we have the right screening instruments so we did make some adjustments to the screening instruments that we use in the identification process as well as some procedural changes to that process so it's quite it's quite an onerous process to be honest with you we screen about 7,000 students per year for advanced academic services every student is screened by multiple screeners who have to go through

[02:19:03] a rigorous inter-rater reliability process now there's an appeal process if a family doesn't like the determination so those were some of the things that we tightened up with our identification process we also have been working on access issues making sure that students have the ability to receive level four services at their base school if they would like to do that so we're pretty close to having robust local level four programs in all of our elementary schools we've got about five schools that we still need to do some work to make sure that they've got that sequence grade through grade three through grade six there were also some recommendations with respect to secondary

[02:19:40] work tightening up consistency of honors classes and having an honors framework that would support again consistency across all of our middle schools and high schools that have honors courses and we did some additional work around identifying talent development basically looking for students that maybe were not screened into advanced academic services but were basically showing signs of high

aptitude so we put some enrichment programs in place our young scholars program for example increasing the amount of opportunities for after school and summer activities for young

[02:20:17] scholars, as well as fidelity of implementation with staffing of advanced academic resource teachers across all of our schools. So those were some of the responses to the major recommendations. I believe one of the recommendations was to provide all elementary school teachers with training in advanced academics and identification of students with particular talents. Has that been accomplished? Yeah we do have we do have professional development in that area.

[02:20:44] Again, the amount of professional development opportunities that we have for staff right now far outweigh the amount of time for staff to be able to complete them. So there's initial training that staff receive and then there's additional training that staff can receive if they choose to receive it.

[02:21:00] But again, you know, we don't have a super high participation rate in some of that optional additional training. But the base level training exists, yes. If there's a desire, if there's a recommendation from professional reports to provide that training, has FCPS looked at providing financial incentives or additional time, other measures to encourage teachers to actually complete that optional training, which may be optional from their perspective, but from the benefit to every child to be able to have equitable access to advanced academics, we should consider it mandatory because both from a system perspective

[02:21:40] and a child's perspective, providing them the opportunity to realize their full potential. Maybe that shouldn't be optional. Yeah, I don't know that I gave you the best answer to that. I need to distinguish between the training that staff receive to be able to identify signs that a student might need to be screened for advanced academic services.

[02:22:01] Students are not dependent on a teacher identification for screening, though. A family can refer a student. A student can refer themselves for screening. our advanced academic resource teachers are trained specifically to look for students in the classes that they provide instruction and coaching in to advocate for students to go through the screening process so screening does not require a teacher recommendation but teachers do receive training to identify those behaviors and abilities that students might be exhibiting that would need them to be screened the additional training that i'm talking about is more training in the types of instructional strategies

[02:22:40] to really support those learners in their classroom. There's some base level training for that, but then there's a series of courses that teachers can take to basically earn like a micro-credential in serving advanced academic students, and those are those optional courses that I was talking about. Thank you.

[02:22:56] Thank you, Mr. Dunn. Ms. Sizemore-Hyser. Thank you, and I appreciate Mr. Dunn bringing up the special ed enhancement plan and the AIR report, because that was actually one of my questions, is that I'll just start with there. I'm glad to see that the enhancement plan is mentioned in this report.

[02:23:11] And I know we've had lots of conversations over the last two years on this enhancement plan. So I'm glad to see some of the things that are working. I'm kind of curious. It talks about updating the IEP progress report form in CSTARS. I'm still hearing from families regarding the rating scale on the IEP progress report, which is one of the recommendations from the AIR report and I believe one of the things that was in the special enhancement plan.

[02:23:34] So I'm kind of curious if the update still includes that rating scale or not. That I don't know the answer. Yeah. I think I better double check that one and get back to you in writing just to make sure I'm giving you the right answer on that one. I know we've started that. I don't know if it's been completed and is currently in use or if there's still more work to do on that.

[02:23:54] So I better double check on that one for you. Yeah. I just I think that's great. The reason I bring that up is because it's listed here as newly added or updated evidence. SO I WOULD RECOMMEND THAT IF SOMETHING ISN'T COMPLETED THAT PERHAPS IT'S NOT EVIDENCE OF COMPLIANCE. WHICH NUMBER WAS THAT ON?

[02:24:10] IT'S ON PAGE 13 UNDER ENHANCEMENT PLAN FOR SPECIAL EDUCATION STUDENTS WITH DISABILITIES. IT IS BULLET ONE, TWO, THREE, FIVE, SIX, UPDATING THE PROGRESS REPORT FORM. I WOULD RECOMMEND PERHAPS IT'S NEXT YEAR ONCE IT'S UPDATED BUT UPDATING TO ME ISN'T REALLY EVIDENCE OF COMPLIANCE, IT'S EVIDENCE OF WORKING TOWARDS COMPLIANCE.

[02:24:31] Yeah, I just don't know how many have been updated, and I don't see Terry here tonight. It's not like updating individual ones, right? Like it's a form in CSTARS that's used for progress reports, that there's a one through five rating scale, and then teachers can put narratives if they want to, and these progress reports are sent quarterly.

[02:24:50] And so it wouldn't be like you would update a school at a time, right? It's one form that's used. Right. No, you're absolutely right. My point just is, I know we're working on that, I just don't know if it's live in CSTARS or not, so I better just double check on that one. I know I appreciate what you're saying I appreciate the double checking I'd rather get the I just don't think if it's not done it should be listed as evidence yeah and similarly the inclusive education framework I recall the last time we talked about that it was really we're going to do inclusion by doing inclusion and so I'm kind of curious what additional guiding principles and implementation it says implementing an inclusive framework so has it been implemented or where are

[02:25:29] we in the implementation so again that's an area where we have created documentation and guidance but that's part of the work that we're going to be doing with dr. Koston to really make sure that she's reviewing that and that we've got the right model before we scale try to scale things up across the division but we are piloting new inclusive programming models right now so for example the pre-k level we've got three different inclusion models that we're piloting in preschool classrooms this year with the intent to try to figure out which of those models or if all of those models are going to be scalable across the division but obviously we've got to do the same thing

[02:26:08] at k-12 and that's a lot of the work that we're going to be doing with dr coston over the remainder of this year I appreciate that I guess what I was trying to say is that inclusive preschool and I believe that was listed separately here is great and I loved it but it's different than the inclusive education framework and the guiding principles and so I don't want to conflate the two here but there were specific guiding principles in a framework that I know would present as part of the special enhancement plan materials in fact it was also submitted to video e as evidence of inclusion and so I just want to have more information on what that is different from what we had talked about a year ago so again we've created documentation around that

[02:26:47] an updated framework but again we that's work that we want to make sure is the best work that we can do and we've got the best model possible so that's work that we're engaging with Dr. Costin in

before we scale something out across the division. So maybe we should link to that form, can we go back and link to what we've developed so we can provide a link to you for that?

[02:27:07] That's what I was going to ask. I understand it's ongoing work, of course, but I'd be curious to see what change, since it's again listed as newly added, I'd be curious what changes were made. So that was another question that I had. Same with the progress report, I'd be curious to see what, because that's been a big bone contention this rating scale because it ends up being somewhat difficult to interpret progress and so I really if it has been newly added evidence I'd love to see what the changes so that's another piece I'm also I have to admit I love the fact that those executive functioning pilots after 10 years of asking for it so I'm really thrilled to see that however I'm a little concerned

[02:27:46] at the elementary school that's only for tier 2 and tier 3 because a lot of TWICE EXCEPTIONAL STUDENTS MAY NOT BE RECEIVING TIR 2 OR TIR 3 INSTRUCTION, THEY MAY BE RECEIVING TIR 1, BUT DEVELOPING THOSE EXECUTIVE FUNCTIONING SUPPORTS FOR TWICE EXCEPTIONAL AND GENERAL EDUCATION STUDENTS IS SUPER IMPORTANT TO ENSURE THAT THEY CAN MAINTAIN THAT INCLUSIVE ATMOSPHERE IN MIDDLE AND HIGH SCHOOL. SO I'M CONCERNED THAT THE PILOT AT ELEMENTARY SCHOOL IS ONLY TIR 2 AND TIR 3. CAN YOU HELP ME UNDERSTAND WHY AND HOW MANY SCHOOLS THIS PILOT IS AT?

[02:28:16] SO THERE WERE A COUPLE THINGS WE WANTED TO DO WITH THIS pilot right a couple things one at the middle and high we wanted to integrate executive functioning into like advisory period for students they didn't lose an elective so we have several of those pilots at i don't know how many how many middle and highs are we doing i want to say seven but i could be off on that it's about seven yeah okay seven schools and i would have to get back to you with the names of those schools.

[02:28:45] But we did create new guidelines for IEP meetings this year to offer that as an option for families as they plan for next year because that was one of the big challenges last spring as we began to work on this pilot is we'd have to go back and redo IEP meetings.

[02:29:03] So that's guidance that's being provided right now in IEP meetings so that we can set next year up for not to be a pilot. So we're trying to be, how do I say, I mean, some of the things are complete and some of the things we're doing this year, but that's a big shift for the system to do that.

[02:29:22] For the elementary, we picked, this was the name of that, Unstuck and Untargeted? So this is Unstuck and Untargeted at the elementary, and we've been working with the authors at Children's National around how to use that. A number of our schools had been using it previously at elementary, and it really is DESIGNED AT ELEMENTARY FOR TIER 2 AND TIER 3 SO WE BROUGHT MORE SCHOOLS ON BOARD WITH THAT WORK TO EXPAND THAT WORK THIS YEAR WITH THE GOAL OF SCALING THAT UP TO ALL ELEMENTARY SCHOOLS I THINK TWO YEARS FROM NOW IS WHERE WE WOULD BE MY TIME IS UP BUT I SAW ONE OF THE NUMBER OF ELEMENTARY

[02:29:59] SCHOOLS I'LL TAKE IT GO BACK THANK YOU I'LL GET YOU THE EXACT NUMBER BUT IT'S LIKE TWO DOZEN THANK YOU MS SEIZMERHEISER MR. MOON THANK YOU MR. CHAIRMAN I WHAT I DIDN'T REALIZE WAS THAT THE PRESENTATION THAT IS GIVEN TO US THIS EVENING IS NEW EVIDENCE OR UPDATED EVIDENCE.

[02:30:22] AND I SHOULD HAVE GONE AND GONE BACK TO THE LAST YEAR'S REPORT AND REVIEW THE BASELINE FIRST AND THEN TAKE A LOOK AT THE UPDATED. THAT'S MY MISTAKE. SO THIS

MIGHT HAVE BEEN ALREADY INCLUDED, WHAT I'M ABOUT TO ASK YOU, MIGHT HAVE BEEN INCLUDED IN YOUR BASE REPORT FROM LAST YEAR.

[02:30:39] I DON'T KNOW EXACTLY WHEN THE LAST YEAR THIS WAS PRESENTED. But I was trying to find under eight, number eight, a instructional programs and practices that meet the unique strengths, backgrounds, and readiness and learning style of each student, and supporting the students in their learning.

[02:31:05] I think this is something that I think I had shared with you before in a public setting that we have many multilingual students in ESUR programs, and our ESUR students, when they come to our school system, they get assessed, and then they are placed at a certain level.

[02:31:29] My question to you is, whether this goes to you or Dr. Presidio or Ms. Klemenko, UPIT, Does that student need to stay in a particular level throughout the whole year, throughout the whole semester, or if there are students in the class who may be moving faster than others or slower than others, is there a different placement they can move into throughout the year?

[02:32:03] So, I think that one of the things we're looking at right now with our multilingual STUDENTS, PARTICULARLY IN THE AREA OF MATH, IS PROVIDING THE CONTINUING CONTENT MOVEMENT BECAUSE WE'VE ACTUALLY AT OUR MULTILINGUAL STUDENT SUMMIT HEARD THAT WE HAVE MULTILINGUAL STUDENTS THAT FELT LIKE THEY WERE PLACED IN COURSES THAT THEY HAD ALREADY TAKEN IN THEIR HOME COUNTRY. AND ACTUALLY, I THINK, MEGHAN, WE HEARD FROM SEVERAL STUDENTS THAT FELT LIKE I HAD ALREADY TAKEN ALGEBRA, I HAD ALREADY TAKEN GEOMETRY, BUT THEY PUT ME BACK IN IT AGAIN, right? So we're really working hard to make sure that our multilingual students are placed in the

[02:32:42] highest level course that they can be coming in, particularly in those content heavy courses. So I think that's really been a bit of a shift over the last year. And we're also looking at Dr. Ponce, who's not able to be here this evening, but we're looking at actually ALTERNATIVE LANGUAGE MATH TEXTBOOKS IN SECONDARY, MIDDLE AND HIGH SCHOOL AS WELL SO STUDENTS CAN COME IN AND AS THEY WORK ON THEIR ENGLISH LANGUAGE DEVELOPMENT NOT LOSE GROUND IN CONTENT IN MATHEMATICS. BUT I THINK DR. PERSIDIO, I DON'T KNOW IF YOU WANT TO ADD KIND OF SOME OF OUR

[02:33:20] THOUGHTS. WE'VE ACTUALLY MOVED INTO MORE GLOBAL TRAINING FOR STAFF AROUND MULTILINGUAL LEARNERS. I shared this evening for the first time we have basal reading materials for multilingual students, which we've never had. This is new for Fairfax County.

[02:33:37] So we're really doubling down on supporting our multilingual students. But do either one of you want to add to that in terms of how we're making sure your students are in a more rigorous course because sometimes I think we've maybe -- anyhow, I'll leave it there.

[02:33:54] think you did a I think you did a really good job of covering that I guess maybe just the one thing that I would add is that we're also doing a lot of consultations with schools so when we look at our data and we see that for example we might have multilingual learners that aren't making the expected progress that we would like them to make we have consultations with the schools to look at the students schedules our ESOL department is actually even having individual consultations with individual students

families and counselors and administrators at a school. I think they did like 300 of those consultations last year to try to make sure that students are getting not just placed in rigorous

[02:34:32] classes, but the appropriate support to be successful in those classes. Okay, thank you, thank you. I understand what you said about the math and other content classes, but my main focus right now is on the students a need to be provided with the right level of instruction in whichever level the place should is placed in so for example if a student moves fast enough to get out of their lever to move to the next level do not wait until the end of school year or next year following year to move the

[02:35:10] student up that is where where we have a system already in place to provide that KIND OF SUPPORT TO THE STUDENTS, TO THE MULTILINGUAL STUDENTS. SO I THINK OUR INTENTA IS LIKE A TRIAGE, RIGHT?

[02:35:26] AS SOON AS THEY'RE READY TO BE OUT AND DOING THE NEXT LEVEL, WE WANT THEM OUT AND DOING THE NEXT LEVEL. I WOULD LOVE TO SEE THE DATA. WE ARE EXCITED TO SHOW IT TO YOU. IT'S IN OUR GOAL ONE DATA AND FOR THE FIRST TIME IN A LONG TIME WE HAVE DOUBLE DIGIT INCREASES IN OUR MULTILINGUAL PERFORMANCE.

[02:35:41] YOU'LL SEE THAT IN GOAL ONE. OKAY. THANK YOU. IT'S A BIG DEAL. WE'RE EXCITED. WE HAD A LOT TO CELEBRATE WITH THEM THIS MORNING. ALL RIGHT. THANK YOU. I HAD ANOTHER QUESTION, BUT I'M GOING TO WAIT ON TIME BECAUSE MY QUESTION THAT HAS TO DO WITH SUPPORTING A LESS COMMONLY TAUGHT WORLD LANGUAGE TEACHERS PLANNING TIME DOESN'T NOT REALLY FIT INTO YOUR EN LIES, SO I'M GOING TO WAIT THE RIGHT TIME TO ASK THAT QUESTION.

[02:36:11] YES, SIR. THANK YOU, MR. MOON. MS. DR. REED, THANK YOU FOR THIS PRESENTATION. ENJOYED TALKING TO SOME ESOL TEACHERS AT ONE OF THE SCHOOL VISITS RECENTLY AND THEY SHOWED ME THE BOOKS AND THE INSTRUCTION MATERIAL AND THEY WERE SO EXCITED ABOUT IT.

[02:36:30] THIS IS THE FIRST TIME EVER IN FCPS THAT THEY HAD, YOU KNOW, SOMETHING TO GO WITH. NOW IT'S A LOT TO COVER. SO BASICALLY NOW WE HAVE ENOUGH STAFF TO SUPPORT THAT CURRICULUM. SO I BELIEVE SOME STAFF, SOME SCHOOLS AND ELEMENTARY SCHOOL HAVE TWO ESOL TEACHERS.

[02:36:50] SOME HAVE ONE, SOME HAVE ONE AND A HALF. HOW DO WE DO THAT IN EQUITABLE BECAUSE A DIVERSITY NEED IS THERE IN PRETTY MUCH EVERY SCHOOL. WE NEED THAT SUPPORT SYSTEM. SO IT'S A GREAT QUESTION, MS. DIXIT.

[02:37:06] I THINK WE'RE REALLY LOOKING AT THE MODELS THAT SOME OF OUR STATES HAVE USED WHERE PART OF BECOMING -- PART OF GETTING A TEACHING LICENSE REQUIRES CERTIFICATION IN MULTILINGUAL LEARNING AND TEACHING STRATEGIES.

[02:37:22] SO I KNOW OUR TEAM IS THINKING ABOUT HOW WE'RE GOING TO PROVIDE LIKE A MICROCREDENTIALING PROGRAM. SO I THINK THE DATA FROM RICH POLIO LAST YEAR WAS THAT OVER 80% OF OUR TEACHERS ARE TEACHING STUDENTS WHO ARE MULTILINGUAL.

[02:37:40] SO I THINK ALL OF OUR STAFF BENEFIT WHEN WE ALL HAVE IMPROVED SKILLS AROUND INSTRUCTION FOR MULTILINGUAL STUDENTS. So I think our strategy while we're trying to hire more

teachers to work with multilingual students directly, it's also to make sure that we understand the strategies for effective instructions, GLAD strategies, PSYOP strategies.

[02:38:02] And I think the more the entire system understands those, the more support our students have across the board, because we're never going to find enough multilingual teachers to satisfy every CONTENT AREA AND WE WANT OUR STUDENTS TO BE ABLE TO BE, YOU KNOW, IN AUTOCAD, ORCHESTRA, ADVANCED MATH, SCIENCE, THE ARTS, ET CETERA, RIGHT?

[02:38:25] SO I THINK IF WE ALL UNDERSTAND THOSE STRATEGIES, IT'S GOING TO IMPROVE THE EXPERIENCE FOR OUR STUDENTS. THANK YOU, DOCTOR. I HAVE ONE MORE FOLLOW-UP QUESTIONS. YOU MENTIONED ABOUT TITLE I SCHOOLS HAVE SCIENCE OLYMPIAD, MATH OLYMPIAD, AND I WAS AT A SCHOOL AND I SAID, DO YOU GUYS HAVE SCIENCE OLYMPIAD, MATH, AND IT'S NOT A TITLE I SCHOOL, BUT THEY DIDN'T HAVE IT. IT WAS KIND OF A SAD MOMENT FOR ME TO HEAR THAT, BECAUSE I THINK EVERY ELEMENTARY SCHOOL SHOULD HAVE THOSE PROGRAMS. SO A NON TITLE ONE SCHOOL. SO LET ME KNOW.

[02:38:58] WE WERE SUPPOSED TO MAKING -- ANYHOW, THE FOCUS FOR SURE WAS THE 51 ELEMENTARY TITLE ONE SCHOOLS. 41. 41 TITLE ONE ELEMENTARY SCHOOLS, 50 TOTAL WITH MIDDLE AND HIGH, RIGHT? OUR 41 SCHOOLS SO WE'LL CHECK IN ON WHO IS NOT -- MOST OF OUR NON TITLE I SCHOOLS ALREADY HAD MATH OLYMPIAD AND SCIENCE OLYMPIAD SO WE'LL DO A CHECK ON THAT.

[02:39:25] ALL RIGHT. I'LL TALK TO YOU. BUT THEY HAVE SPELLING BEES SO I WAS -- SPELLING BEES I THINK IS IN THE CLASSROOM ACTIVITY. THEY'RE DOING IT WHICH AGAIN IS A REALLY GREAT WAY TO -- FUN WAY TO LEARN SPELLINGS AND I THINK THAT'S, AGAIN, EXTRA, TO BE A CLUB.

[02:39:46] BUT NOW I HEAR THAT THEY'RE DOING MORE IN THE CLASSROOM. SO I HEARD REALLY GREAT THINGS ABOUT THE NEW CURRICULUM. THANK YOU. I APPRECIATE YOU MENTIONING IT. I ALSO KNOW THAT IT'S A LOT OF WORK FOR OUR STAFF, RIGHT, BECAUSE THE LIFT OF LEARNING THE NEW PIECES AND HOW THEY WORK TOGETHER, WE REALLY APPRECIATE THE EFFORT TEACHERS ARE GOING TO.

[02:40:09] THANK YOU, MS. ST. JOHN CUNNING. so I don't have a question but and this is a very comprehensive report with a lot of information and I want to compliment the staff and the superintendent for the breadth and depth of the programs offered from pre-k through 12th grade and you know some of our our career and technical training programs based on the previous discussion we were having about education and talking about how our schools might be failing but when you look at everything we offer we've had a discussion

[02:40:48] here on this board from pre-k to special education multilingual learners advanced placement not to mention arts programming and enrichment programs uh i really commend that we're concentrating on getting staff to teach all these programs because a common thread is like we need more we need more of this and i know that we're coming out of covet and not having enough staff and so getting enough staff and the time that it takes to train the staff.

[02:41:17] There's not enough hours to train the staff for everything but I want to commend the work that has been done. And if you I know from being in the schools the amount of dedication and time teachers put in and how these programs really make an impact and touch our students.

[02:41:35] Just this weekend I was at the White House and there were three graduates from FCPS that were there and they had their school ESOL teacher there one of the students works at the White House that's she graduated from here and works at the White House and brought her ESOL teachers because she was the best mentor that she ever had and so I know we talk about a lot about the data which obviously is critical but sometimes we miss out on those very personalized connections of how you can have three students that five years out are inviting their teacher to come

[02:42:15] TO AN EVENT BECAUSE THEY VALUE HER SO MUCH AND THE IMPACT THAT THEY'VE HAD AND THAT'S ONE INSTANT ONE INSTANCE OF MANY IN THIS COUNTY AND SO I JUST WANT TO COMMEND THE WORK AND I WANT TO COMMEND THE OUT OF THE BOX THINKING WITH SOME OF THIS PROGRAMMING TO ADDRESS THE REALLY UNIQUE NEEDS THAT WE'RE SEEING SO I KNOW SOME THINGS ARE WORKING I KNOW WE'RE WORKING TOWARDS SOME THINGS BUT I'M JUST PROUD TO BE A BOARD MEMBER FOR THE SCHOOL DISTRICT THANK YOU THANK YOU Thank you.

[02:42:51] Ms. St. John Cunning. Ms. Marin. Yes. I just have two questions or two topics. One is so you reiterated that the plan is for a seven-year cycle for basal renew. And we know that we just renewed the literacy one which was quite longer than seven years and that was not on your watch.

[02:43:11] But are there ways that we can try and build in some protections like are the contracts FOR THE BASIL MATERIALS TIED TO SEVEN YEARS SO THAT SOME BOARD IN THE FUTURE HAS TO WRESTLE WITH THAT OR WHAT CAN WE DO TO PREVENT HAVING THIS DELAY IN THE FUTURE FOR ANY OF OUR BASIL MATERIALS? WELL, I THINK ONE OF THE KEY STRATEGIES IS AN ANNUAL REVIEW OF OUR INSTRUCTIONAL PROGRAM WHICH WE'RE DOING TONIGHT, RIGHT?

[02:43:36] SO I THINK AN ANNUAL REVIEW INCLUDED WHERE WE ARE ON OUR CYCLE AND WHAT WE'RE DOING. SO THIS EVENING I SHARED WITH YOU WHERE WE ARE AND I THINK AS YEARS GO FORWARD IT'S AT THIS ANNUAL REVIEW OF THE INSTRUCTIONAL PROGRAM THAT THE BOARD WOULD WANT TO REVIEW RATHER WE'RE STAYING ON TRACK TO BE HONEST WITH YOU AND I THINK WHEN YOU DON'T HAVE AN ANNUAL REVIEW OF WHERE YOU ARE SOMETIMES THINGS GET LOST IN THE SHUFFLE BECAUSE WE GET BUSY, WE GET FOCUSED ON OTHER THINGS AND AT THE END OF THE DAY OUR CORE MISSION is educating each and every one of our students, right?

[02:44:13] Like, that's our core mission. Well, I think something that could be included in future reviews, at least while you're at the helm, is to put like, you know, T minus how many years until the contract expires. This way, future boards are confronted with that in writing.

[02:44:32] So that's one point. And the other point is around the executive functioning. That's great stuff. It was on slide 14. And there was some talk about AVID and expanding that. SO I'M JUST WONDERING A LITTLE BIT MORE ABOUT HOW AVID CAN FULFILL THAT NEED SINCE WE ARE INVESTING IN THAT ALREADY IS THERE MUCH OVERLAP OR IS IT KIND OF DIFFERENT AND I KNOW ELEMENTARY AVID ISN'T AS PROMINENT AS MIDDLE AND HIGH SO WHAT DO YOU THINK? WELL I THINK AVID IS A GREAT PROGRAM FOR ALL KIDS PERSONALLY I THINK THAT WE'VE COMMITTED TO AVID IN EVERY TITLE I ELEMENTARY

[02:45:06] AGAIN, AND THAT'S ALL 41, WITH OVER THREE YEARS, LAST YEAR, THIS YEAR, AND NEXT YEAR. BY THE END OF NEXT YEAR, THAT COMMITMENT WILL BE COMPLETE. WE HAVE AVID IN A NUMBER OF OUR MIDDLE AND HIGH SCHOOLS AND SECONDARY SCHOOLS. I THINK AVID HELPS WITH STUDY SKILLS AND PERSONAL ORGANIZATION, THE WICKER STRATEGIES, NOTETAKING AND

THAT TYPE OF THING. I DO THINK THERE'S ANOTHER element that unstuck and on target likely provides, that might be even more, which is likely that tier 2 or tier 3 support, AVID might be more of a tier 1 support for executive

[02:45:44] functioning if I'm generalizing, but I just think that I also think that the self-discipline of homework matters too, right? Like actually having to take something home and bringing it back as long as it's not new NEW MATERIAL AS LONG AS IT'S JUST PRACTICE MATERIAL AT HOME.

[02:46:06] I THINK THAT ABILITY TO DEVELOP THE SELF DISCIPLINE, THE ROUTINES, THE HABITS OF EFFECTIVE STUDENTING WILL CARRY OVER INTO ADULTHOOD. I THINK THOSE ARE HONESTLY VERY IMPORTANT.

[02:46:25] THANK YOU, MS. MARIN. I'LL TAKE A TURN. I'M REALIZING THAT THE NEW FORMAT OF THE EL REPORTS CREATES AN INTERESTING DICHOTOMY OF FOCUSING ON THE NEW STUFF AND KIND OF BEING LIKE, OH, GOOD, WE'RE STILL DOING THE GOOD STUFF, RIGHT? And the other thing that I've noticed is that there's no, you know, a bullet does not do sufficient work to show the weight of the impact that something has, right?

[02:46:48] That every bullet looks the same in a document, although any one bullet might be a much more significant lift. Can our members of LT, if you don't mind, Dr. Reed, raise their hand if they've had any role, any role at all, in our transition to literacy based on the science of reading and our adoption of the language arts basal materials?

[02:47:10] Any role at all? Look at that. Most everybody. And, you know, even the people that didn't, I see a role. Like, you know, Mr. Malloy was part of the legislative lobbying. Mr. Solomon is hiring people to do the work.

[02:47:27] Mr. Foster keeps us making sure that it's legal and that we're servicing students. So everybody has a role in this work. And so when I see the progress we're making on rolling out not only the transition, but also the basal materials, I remember when Ms. Marin came back to the board having viewed them, super excited, and now we're seeing that in our staff and in our families.

[02:47:49] And so as the board begins to appoint people to the social studies basal selection committee, I'M SEEING ON THE HORIZON ANOTHER OPPORTUNITY FOR EXCITEMENT IN THE TRANSITION OF THIS INSTRUCTIONAL PROGRAM. AND IN PASSING, YOU TOLD ME WE'RE GOING TO SPEED UP OUR BASIL SELECTION FOR MATH, WHICH I SEE IS IN THE REPORT AS WELL.

[02:48:12] I MEAN, THESE ARE THE TYPES OF THINGS THAT WILL MOVE THOSE NUMBERS THAT WE'RE AFTER. AND I THINK OF WHAT WE'RE ALREADY DOING, YOU LOOK AT OUR SOL DATA, THE IMPROVEMENT THAT WE'VE SEEN EVEN WITHOUT THE FULL ADOPTION OF NEW BASIL MATERIALS, WE HAVE A LOT TO LOOK FORWARD TO HERE.

[02:48:28] YES, SIR. WHEN YOU LOOK AT PAGE 13, WHEN YOU MENTIONED BULLETS, MEANING SOMETHING, THIS IS THE FIRST TIME WE'VE PROVIDED SCHOOL-BASED ADMINISTRATORS ADVANCED COURSES ON INSTRUCTING TWICE EXCEPTIONAL LEARNERS. DR. OLEMAJI INDICATED THAT OUR ACADEMY CLASSES, IT'S THE FIRST TIME WE'VE HAD OUR 2E INSTRUCTION ACADEMY CLASSES FILL UP TO THE POINT WHERE SHE'S ADDED A SECOND SECTION.

[02:48:55] I really believe that our staff, as we recognize the new strategies or the strategies that are going to enable success for each and every student, they're really they're diving in. And I'm really proud of the staff for creating the space for this new learning and the staff that are taking advantage of it.

[02:49:14] All the while maintaining all of the other things that we're talking about in this EL that were maybe talked about last year, but are just as equally important as they were before. SO I'M GOING TO HAVE TO DO MY JOB AS A BOARD MEMBER TO REMEMBER THAT THE ONGOING WORK IS EQUALLY IMPORTANT AND TO REALLY INTERROGATE WHETHER IT'S HAVING THE DESIRED IMPACT AND I'M VERY HOPEFUL FOR WHAT WE HAVE IN STORE FOR US ESPECIALLY AROUND THE SELECTION OF THESE MATERIALS AND KNOW THAT JUST AS EVERYBODY AT THE OTHER DAIS WAS INVOLVED IN THE LANGUAGE

[02:49:51] arts basal selection and implementation, they're going to have similar roles for the most part in these other adoptions as well. And those are huge lists. I don't know if there's a way to, I'll finish my sentence and then move on, but if there's a way in future reports to indicate the significance of the lift that it took to accomplish something, I think that would be beneficial for the board as well because a little circle on a piece of paper just doesn't do it.

[02:50:19] So. Yes, sir. WOULD LIKE ME TO RECOGNIZE THEIR LIFT A LITTLE MORE OFTEN SO I THINK I'M SURE THAT RESONATES. I THINK WE ALL COULD. ALL RIGHT. WE HAVE SOME GO BACKS SO WE WILL GET STARTED WITH DR.

[02:50:34] ANDERSON. THANK YOU. I WANTED TO TALK ABOUT ON PAGE SIX WHERE YOU HAD SOME INFORMATION THAT SPOKE TO THE IMPACT OF THE LEXIA PROGRAM. THIS IS INDICATIVE OF WHAT I WAS LOOKING FOR, WHAT I'VE ALWAYS BEEN LOOKING FOR WHICH WHICH IS WE'RE DOING THIS THING, WHAT IS ITS IMPACT?

[02:50:56] SO THAT'S VERY CLEAR. SO I WOULD LOVE TO SEE THIS SHOW UP A LITTLE BIT MORE FREQUENTLY WITH SOME OF THE OTHER AREAS. BEING THAT IT'S NOT THERE AND I KNOW HOW MUCH OF AN INVESTMENT IT IS, I'M HOPING THAT YOU CAN SPEAK TO THE IMPACT OF THE HIGH IMPACT TUTORING.

[02:51:12] HOW ARE WE MEASURING THAT IT'S HAVING THE DESIRED IMPACT? SURE. YES, MA'AM. MA'AM, I THOUGHT WE HAD A SLIDE ON HIGH IMPACT TUTORING SO LET ME GO BACK HERE, SLIDE 7 MAYBE, WE HAD, LET'S SEE HERE, WE HAD AS OF LAST MAY, 10,800 STUDENTS SERVED AND WE HAD THE NUMBER OF STUDENTS, WE NOW HAVE 169 ELEMENTARY MIDDLE WITH APPROXIMATELY

[02:51:44] 550 TUTORS AND I BELIEVE LET'S LOOK AT THE NEXT PAGE I THOUGHT WE HAD SOME DATA ON KIDS BEING ABLE TO MOVE TO THE NEXT GRADE LEVEL SUCCESSFULLY BUT MAYBE THAT WAS TWILIGHT THAT WAS RELATED TO TWILIGHT THAT WAS TWILIGHT PROGRAM ALL RIGHT SO WE WILL GET YOU SOME DATA ON THE HIGH IMPACT TUTORING YES MA'AM HAVING THE NUMBERS IS A VERY GOOD START BUT KNOWING WHAT IS IT THAT THEY HOW THEY SPENT THEIR TIME AND HOW YOU EVALUATING THE EFFECTIVENESS OF THAT TIME WOULD be very helpful.

[02:52:16] One of the other things that you talked about here are the instructional rounds. Similar thing. That's a fantastic strategy in order to really see what's happening in the classrooms. So last year, administrators and central office folks got involved with that. This year, I think it's stated here that it will be school-based.

[02:52:37] What was the impact of those administrative instructional rounds? How do we see that being funneled into some of our current actions? SO ONE OF THE OUTCOMES OF LAST YEAR IS I THINK THE DEVELOPMENT OF THE PLAN TO DO COMMON ASSESSMENTS THIS YEAR SO BUT I DON'T KNOW IF THERE ARE OTHER ELEMENTS THAT THE IMPACT OF THE WALK THROUGHS MIGHT HAVE HAD EITHER MISS NEAL OR SOMEBODY ON THE TEAM.

[02:53:04] I WELCOME OTHERS BECAUSE WE HAD MANY PEOPLE ALONG THIS ROAD WHO ATTENDED DIFFERENT SCHOOLS TO PARTICIPATE. I think one of the strengths is really just grounding each other in what we're seeing, right? What are you seeing in these classrooms? What am I seeing?

[02:53:20] What do we really hold up as rigorous and high-quality instructions or the conversations among leadership team members I think are really important because we all bring our own perspectives and our own experiences together, and we come, and, you know, Janice was at many walkthroughs with me, people bringing different perspectives to the table.

[02:53:38] And then it was amazing as we did that, we started to see some commonalities, things that we all recognized and the things that we all wanted to see and we wanted to see a little bit more commonality hence common assessments or learning targets things that came out in some of the conversations definitely wanting to see more student engagement at times and less less teacher talk right like I mean just some common things that we could see and we could really norm ourselves as a leadership team which makes our work moving forward you know more streamlined and and more on target thank you I appreciate Again, that's the through line that I would like to see embedded in this report because

[02:54:17] some of these activities are occurring, but it's not obvious. A quick question that I had was regarding the teachers remaining yet to complete their required training. I think that's outlined on page 8. How many teachers have completed that literacy training and how many left, how many are left?

[02:54:38] So I'm going to rely on Ms. Clamenco, but I know that the summer was like a jumpstart on the training, but my belief is that we did complete training this fall. But Ms. Clamenco? So with such a large population, we have to have multiple avenues to complete this.

[02:54:57] And we definitely had the largest chunk, almost 4,000 teachers attend a three-day institute. So the next best thing was to capture as many as we could on the teacher work week back. So you can imagine it was definitely a compressed exactly what you need just to get started.

[02:55:14] Those people have also been obviously surrounded by their colleagues who have attended the longer training. So they're getting some job embedded support and also through the reading specialist. We've also pulled them out for a day with substitutes. We are very close to our 6000. We are not quite there yet.

[02:55:31] also added some training in for our instructional assistants because they're incredibly invaluable in this in this work so we continue to offer this training and actually academic matters is going to be on this topic too so we'll see it again but we also have asynchronous training that's available for teachers who haven't yet had the opportunity or just want to go back and go over it one more time so we continue to offer both sessions live with benchmark facilitators our people are out in classroom supporting and we have the asynchronous so it's almost an everyday thing to keep supporting

[02:56:07] teachers and moving forward with this thank you I appreciate that I'm hitting the same point every time embedded embed that in here of X number of teachers we have this left this much left to go it

gives us a greater sense of how much work is happening on page 9 you talked about the guidance regarding THE DAILY NUMBER OF MINUTES TO ENSURE CONSISTENCY IN ELEMENTARY SCHOOLS.

[02:56:31] NOW IS THAT GUIDANCE OR IS THAT A MANDATORY EXPECTATION? SORRY. I WAS SIDEBARRING. ARE YOU SAYING ABOUT INSTRUCTIONAL MINUTES? YES.

[02:56:47] ON PAGE 9 I THINK IT'S SECOND LARGE BULLET WHERE YOU TALKED ABOUT GUIDANCE TO HAVE CONSISTENT DAILY NUMBER OF MINUTES IN CLASSROOMS. SO WE PROVIDE THAT GUIDANCE TO THEM AND WITHIN EACH SUBJECT area it's a little bit of a range not a 30 minute range but you know five to ten minute ranges so there's some variation there we know with the new basal in order to do it well that you need a certain amount of time and we also are pretty tight on the 30 minutes of intervention every day that happens outside that block there are things that we need to do because they are set by Virginia code as far as PE but in general the schools have to work within

[02:57:27] THEN THEIR PARAMETERS TO ADJUST. BUT WE GIVE THEM GUIDELINES AND SCHOOLS I THINK ARE VERY GRATEFUL TO HAVE THAT ASSISTANCE AND THAT HELP. I KNOW THAT WAS MY TIME. THANK YOU. MS. SEIZEMORE HIZER.

[02:57:42] SO I'M NOT GOING TO TAKE MY COLLEAGUES TIME TO ASK ALL THE QUESTIONS I MAY HAVE ON THIS REPORT. I UNDERSTAND THAT THERE'S A LOT OF THINGS THAT ARE BEING LAUNCHED THIS YEAR, EITHER OUT OF THE ENHANCEMENT PLAN OR NOT OUT OF THE ENHANCEMENT PLAN.

[02:57:59] ONE THING I WANTED TO MENTION WHEN YOU WERE MENTIONING THE the title one schools versus not I think in following to one of my colleagues comments about science Olympiad I would really encourage you and your staff to look at the schools that were formerly title one are now on the bubble from what the title one percentage changes from a few years ago because I'd be curious to know the breadth of programming and I believe it was an I correct me if I'm going to the numbers wrong it used to be 40 percent free and reduced price meals qualified for title one now it's 55 percent is that correct or there was a change in ratio if I recall change of percentage that qualify for TITLE ONE AND FOR TWO YEARS I BELIEVE THE SYSTEM THIS IS BEFORE YOUR TIME FUNDED THAT EXTRA

[02:58:36] SUPPORT TO THOSE SCHOOLS AS A TRANSITION BUT I'D BE CURIOUS THOSE SCHOOLS THAT WERE ON THE BUBBLE HOW THEY'RE DOING WITH SOME OF THESE PROGRAMMINGS SOMETHING TO LOOK AT YES MA'AM I I'M GOING TO GO BACK TO EXECUTIVE FUNCTIONING THERE'S SO MANY DIFFERENT THINGS BUT I WANT TO REALLY DIG INTO THIS A LITTLE BIT IT MENTIONS IN HERE UNDER EXECUTIVE FUNCTIONING SEL AND I WANT SEL AND EXECUTIVE FUNCTIONING ARE NOT THE SAME THING CORRECT RIGHT AND SO I DON'T I THINK IT'S It's great that we have our social emotional learning I think there are some really valuable lessons in there but I don't want to think that that takes the place of executive functioning.

[02:59:09] The other thing I wanted to mention as you're looking at is some of the grading changes that were announced by the administration in June I'm hearing anecdotally actually disincentivize the development of executive functioning skills so I think it's even more important to make sure we have explicitly teaching and practicing and incentivizing those skills.

[02:59:27] I see you mentioned fine arts in here and that same section and I just would encourage you to look at the numbers in fine arts, especially after COVID and look at the numbers of what levels are being

offered and what levels are being combined into classes versus being offered individually to talk about the quality of our fine arts programs.

[02:59:46] And I think that was my buzzer. Okay, well, I will. That's what that annoys. I'm sure you're breathing a sigh of relief. That was my buzzer. One sentence, and all I'm going to say on the executive functioning pilots, please do not limit it and expand it quickly.

[03:00:02] ACSD recommended those 10 years ago on Unstuck and on Targets specifically. Thank you. Thank you, Ms. Sizemore-Haisner. Mr. Dunn? Thank you. So in the report, it says that FCPS has adopted benchmark advance for the elementary language arts basal resource, which is the science of reading.

[03:00:21] Is that right? Yes, sir. So I think that's a huge advance for FCPS. after the failure of balanced literacy for so many years. We're actually getting back to what works, which is phonics.

[03:00:37] What concerns me is just some of the anecdotal reports that I and I'm sure my colleagues are receiving from teachers. I'll just read you a couple. I'm feeling extremely stressed with the benchmark. The timeline feels too short, and the expectations seem quite high.

[03:00:54] It's especially challenging for my English learner students, and I feel helpless trying to support them. I also believe the training provided wasn't sufficient. There are also reports I've received saying that it takes just an extraordinary amount of time to prepare just one day of lessons, and teachers who have been teaching for 30 YEARS IN THE COUNTY SAYING THAT WHILE THE PENDULUM SWINGS IN DIFFERENT DIRECTIONS IN DIFFERENT YEARS, THAT THIS IS FAR AND AWAY THE LARGEST BURDEN THEY'VE EVER HAD IN TERMS

[03:01:30] OF PREPARATION AND TIME REQUIRED TO PREPARE JUST ONE DAY OF CLASS. SO IT'S THE RIGHT DIRECTION, CLEARLY, TO MOVE FORWARD WITH THE SCIENCE OF READING. But we did implement quickly.

[03:01:48] We don't have 100% training yet. And I'm just concerned that the manner of implementation, which to no one's fault, it's a large workforce, a large system, teachers need more support, maybe need more classroom planning time, maybe need more training in how to plan their lessons so it doesn't take 10 hours to plan 20 to 30 minutes. And so I was just wondering, you know, if I'm hearing these reports, I know you have multiple methods where you meet directly with teachers and staff and

[03:02:25] principals, and I commend you for doing so, maintaining that, you know, you cut through the top down so you can engage with the front line. Yeah, so what is the solution? What is being done AND TO HELP TEACHERS ON THE FRONT LINES?

[03:02:41] SO IT'S A GREAT QUESTION, MR. DUNN. I THINK IT'S ALSO A GOOD REMINDER, WHEN YOU LOOK AT THE INSTRUCTIONAL CYCLE, THE PLANNING, THE IMPLEMENTING, THE ASSESSING, AND THEN THE REWORKING, THE NUMBER ONE PHASE THAT'S GOING TO HAVE THE BIGGEST IMPACT ON LEARNING IS THE PLANNING, RIGHT?

[03:02:59] WE KNOW THAT. SO I JUST SO APPRECIATE OUR TEACHERS SPENDING TIME PLANNING, AND I APPRECIATE THE BOARD'S GRACE around the early release Mondays, the seven of those we've provided because I know many of us in the leadership team were out in elementary schools during the planning time.

[03:03:18] And our elementary educators were really using that time, particularly those delivering the literacy lessons. And I do want to say it does take more time to learn something new. It's not unlike learning to drive a car, right?

[03:03:34] first time it takes you kind of not like especially if it's a stick shift but you know it takes a while to learn it all but then after a year or two you don't think about all those things and you get in the car and you go more quickly whereas before you're checking your mirrors your dials and everything right so i think that it's going to take a lot more time right now we're in the first unit right we just finished the launch and as as the year progresses i believe that that planning should get shorter and shorter as we become more familiar with the tools and I think even as teachers are concerned about that we also recognize that we have to do things differently if we're

[03:04:13] going to get different results for our children so I you know for those teachers watching this evening just big thank you big shout out for all the work you're doing with planning WE ARE ADDING MORE RETIRED TEACHERS WHO ARE COMING BACK TO HELP COACH AND WORK IN CLASSROOMS TO SUPPORT OUR STAFF. OUR CENTRAL OFFICE TEAM IS WORKING HARD TO PROVIDE MORE SUPPORTS.

[03:04:40] BUT IT IS HARD RIGHT NOW. IT IS HARD RIGHT NOW. AND I JUST I KNOW WE ALL APPRECIATE THE EFFORT THAT FOLKS ARE GOING TO. AND IT'S STILL THE RIGHT WORK THAT WE NEED TO BE DOING. So I don't know if you want to add anything, Ms. Clemenco, to the supports we're providing.

[03:04:59] Yeah, I think we're trying to make sure we provide as much time as possible. I think October 14th is a staff development day, so we could be doing a lot of different things on that day. There's a training that everyone's going to do in the morning at each school, but the majority of that day, we didn't plan a lot of things for people to do because we want them to take that rest of that day to do some planning.

[03:05:22] As Dr. Reid said, there is a learning curve, right? There's new resources. And when you are trying to teach all the components of literacy, it's not just one lesson and then practice. There's reading, there's writing, there's the comprehension versus the phonics, right? There are a lot of pieces, and they need to put it together.

[03:05:40] I do think that it is laid out, and we've provided them a lot of structure, too. But, you know, this is the first time they're going through. We have the most professional and skilled teachers, and they want to ensure that they are prepared, and they understand it, and they are ready.

[03:05:55] So I know they are spending a lot of time. Our team is out supporting and listening as well. I think you all probably remember, and Academic Matters is on this topic, so I don't want to be too redundant, that we're not just doing the BASEL. We also have a new screener, which is one-to-one testing for our primary.

[03:06:13] We have reading plans coming. We have that training from the state. Like, the teachers are under a great deal of stress right now from all the things happening at one time. I also want to say that we're also receiving a lot of positives, that though people are planning a lot, teachers are finding that the resources are providing them materials that they've never had at their fingertips before, right?

[03:06:35] And things that really are so comprehensive. There's lots of excitement around the comprehension building where kids are really digging into topics that build their background knowledge, science and social studies type topics. So there's a lot of positive, too.

[03:06:51] I don't want to pretend that it's all perfect. It's not. And the resource isn't perfect. So we're going to work through it. We're going to listen and we're going to support teachers all the way. Thank you. Thank you, Mr. Dunn. I call on Ms. Anderson for a motion. I move that the school board finds that the superintendent is in compliance with executive limitation number nine instructional program.

[03:07:12] I further move that the school board approve the monitoring report based on the superintendent's reasonable interpretation of executive limitation nine instructional program as outlined in the strategic governance manual. Is there a second? Second. Mr. McDaniel, would you like to speak to your motion, Ms. Anderson?

[03:07:29] For two seconds. I didn't talk. The reason I didn't talk is because my comments are really overarching. And I want us all to be very careful as we move forward for the very fact that Ms. Clamenco just talked about, is that our teachers aren't under a huge amount of pressure related to instructional programming, and they are amazing, and it's a lot of work right now.

[03:07:55] So I think moving forward, we have to make sure that all of the work that's represented HERE REPRESENTS REAL PEOPLE IN A CLASSROOM THAT ARE DOING REAL WORK AND HUNDREDS OF HOURS OF PLANNING TO MAKE SURE THAT OUR KIDS ARE SUCCESSFUL AND I WANT TO NOT LOSE THEM IN THE DATA AND THE BULLET POINTS AND SO I THINK THAT IT'S REALLY IMPORTANT AS WE MOVE FORWARD IN THIS WORK IN THE ITERATIVE YEARS THAT WE KEEP THAT IN MIND SO. YES MA'AM. THANK YOU MS. ANDERSON.

[03:08:22] MR. MCDANIEL WOULD YOU LIKE TO SPEAK TO YOUR SECOND? NO. THANK YOU. DR. ANDERSON. just kind of one final question since i got called on i know it's not completely related there wasn't um information about writing can you speak a little bit in terms of the writing efforts because i know that's been an area for us it has there is writing in the basal at elementary so i don't know that we called that out i think it's a little bit in the academic matters or did we probably not we probably talked mostly about reading but it is included i'm sorry Yeah, it's definitely included, and we were just talking today.

[03:08:58] We had a meeting amongst our team, and the students are doing reading, right, in science and social studies type topics, and then they're writing. And the comments we're hearing from teachers is they're writing so much. They have so much to write about because of the reading they're doing.

[03:09:13] So there's a real connection between the reading and writing that they're doing as part of the language arts block. And I think the language arts block is also providing vocabulary instruction, which is providing support for voice and writing. So I think we'll see perhaps more prolific writing with voice that we may likely be excited about. Are they shorter pieces that just more extended expository writing or is that a question for the next? I think there's all types of writing throughout the units but I was just speaking of this first unit where they're doing some reading

[03:09:49] and then they're responding to those writings with justifications. Thank you. Thank you Dr. anderson seeing no others we will vote for the motion that is on the screen all those in favor miss marin miss dixit mr mckelveen mr mcdaniel miss anderson uh mr dunn mr moon miss st john cunning and myself all those opposed uh miss sizemore heiser all those abstaining dr anderson

[03:10:22] will the clerk read the vote it's 10 1 uh sorry it's 9 1 1 and i won't need to note that miss LADY IS NOT PRESENT. THANK YOU. THE MOTION PASSES. AGENDA ITEM 7.01 POLICY REVIEW

INSTRUCTIONAL PROGRAM EL9. THE NEXT ORDER OF BUSINESS IS POLICY REVIEW FOR EXECUTIVE LIMITATION 9 INSTRUCTIONAL PROGRAM. ANNUALLY THE BOARD WILL REVIEW EACH OF THE 13 EXECUTIVE LIMITATIONS AT THE TIME OF THE MONITORED REPORT IS PROVIDED TO DETERMINE IF ANY REVISIONS ARE NEEDED MOVING FORWARD. THE BOARD

[03:10:59] MAY ALSO REVIEW ANY OF THE EXECUTIVE LIMITATIONS AT ANY TIME THAT A CHANGE IS NEEDED AT ANY TIME. SO PLENTY OF TIME TO BRING THIS TO COLLEAGUES AND DISCUSS. AT THIS TIME BOARD MEMBERS MAY PROVIDE COMMENTS ON EXECUTIVE LIMITATION 9 INSTRUCTIONAL PROGRAM TO DETERMINE IF ANY REVISIONS ARE NEEDED.

[03:11:18] DR. ANDERSON, YOUR LIGHT IS STILL ON. AT THIS TIME THERE ARE NO HANDS SO IF THERE ARE NO FURTHER COMMENTS OR DISCUSSION, I WILL CALL ON MS. MARIN FOR A MOTION.

[03:11:38] 7.01, CORRECT? THE I MOVE THAT THE SCHOOL BOARD MAINTAINS EXECUTIVE limitation nine instructional program as it is currently detailed in the strategic governance manual. Is there a second? I second. Ms. Dixit would you like to speak to your motion Ms. Marin? I really liked the comprehensiveness of this and I know last time I led a motion to you have even more quantitative data so I look forward to that but this is really a cool document to have that compiles a lot. I'm excited about it. I think so I think the policy is doing what

[03:12:17] it should do. Thank you Ms. Marin. Ms. Dixit would you like to speak to your second I know no thank you very much all those in favor of the motion on the screen miss Marin mystics at mr. McIlvain dr. Anderson mr. McDaniel miss Anderson miss Sizemore hyzer mr. Dunn mr. Moon miss st. John Cunning and myself with miss lady away from the table the vote is unanimous the motion passes we will now take a short recess while board members complete the form that is at

[03:12:47] THEIR TABLE OR THE ONLINE VERSION. IT IS 10:12. WE WILL BE BACK AT 10:22. BOARD MEMBERS,

[03:25:27] PLEASE RETURN TO YOUR SEATS. BOARD MEMBERS, PLEASE RETURN TO YOUR SEATS. AGENDA ITEM 8.01,

[03:27:23] ACADEMIC MATTERS. I CALL ON DR. REED FOR ACADEMIC MATTERS. THANK YOU. THIS EVENING -- SORRY, I'M HAVING -- ANYHOW, I WILL TALK ABOUT THE ELEMENTARY LITERACY UPDATE. THE VIRGINIA LITERACY act really is the benchmark training and I just need to catch my breath a minute and well why don't you take it from here so I think we covered a lot of ground earlier during the executive limitation but this year part of the Virginia

[03:27:59] Literacy Act required us to adopt a high quality instructional material and as you remember last spring we adopted benchmark advance in preparation for Before launching Benchmark Advance this fall, we did have benchmark training. I think this is some of the data we talked about previously.

[03:28:16] The Summer Literacy Institute, which was three days, two days with the vendor, and one day with our FCPS staff. Then we had, through great beginnings, we wanted to catch our new staff right away. So that was 353 teachers we caught that week. We did in-service a week catch-up, that was another 1,600 teachers.

[03:28:35] And then we did the IAs and subs because we know we have substitutes in our schools and we want them to be able to keep the learning going. As I mentioned earlier, we continue to offer the in-person

support to teachers who do not attend this summer and there's optional asynchronous training available on demand for either redos or for people who haven't got the training yet.

[03:28:58] All right. Thank you, Noelle. AND IT REALLY IS PRETTY EXCITING, QUITE HONESTLY, BECAUSE THE LITERACY ACT ACTUALLY AFFECTS EVERY SINGLE ONE OF OUR KINDERGARTEN THROUGH SIXTH GRADE LEARNERS AND EVERY ADULT WORKING IN OUR K THROUGH SIX SCHOOLS AS WELL AS OUR THREE MIDDLE SCHOOLS WITH OUR SIXTH GRADE AND THE THREE MIDDLE SCHOOLS.

[03:29:20] SO WE WOULD LIKE TO TAKE A MOMENT AND SHARE WITH YOU A VIDEO WHICH WAS PUT TOGETHER FROM CHESTERBROOK ELEMENTARY. I THINK IT'S OUR CHEETAS OR OUR CHIPMUNKS. IT'S CHESTERBROOK CHIPMUNKS, I THINK. Anyhow, so let's take it away, Chesterbrook, please, Janet or Danson.

[03:29:38] J-A-C-K-E-T. And then are we done this full sentence? What are we missing? Good job. I think our teachers really appreciate the explicit guidance of reading instruction. It's allowed them to work together tightly as a team as we unpack our materials.

[03:29:57] And it doesn't matter if you're a novice teacher or if you're a brand-new teacher. they really are pulling together and working together for the for the success of our students as we're jumping into unit one what i'm really excited for is the link and the connection between the reading lessons we do that day the word study lessons we do that day and then it finally connects to the writing lessons we're doing at the end of the day so for me just having that connection through all throughout three of those topics is just such a huge massive bonus right it just makes the learning easier for these kids.

[03:30:33] I remember when we read the book Encounter and we were talking about this. I think Encounter is to like me, to come face to face with somebody who you have like, you maybe knew or not know, but you just like came face to face and you encounter that.

[03:30:50] I like that you built on that background knowledge of the prior book that we read and I saw a lot of people did that too, the book that we read. The kids are really enjoying it. I think because it is so rigorous, the children feel really challenged, but they also feel really motivated to do it. I think it's fast-paced, but that keeps them interested. So we just finished the launch unit, and my students really enjoyed the constructive conversations. And we talked about how this is not just a reading skill, but this is a skill that we'll take with us in all of our subjects and into life. It has been a bit overwhelming, but at the same time we're all starting fresh we're all starting all over again with this new curriculum

[03:31:29] I'm very excited about it there's a lot of resources that are available to us I'm very interested in expanding the learning for our students it's like a Mary Poppins bag you're gonna you can reach in and there's something for everybody and it's not me trying to make something up or trying to pull something off the internet to see if it works there's a lot of variety in the bag and you can gear it towards each student's needs that they have.

[03:31:57] We're incorporating the science of reading into every classroom, every single day, starting in kindergarten all the way up to sixth grade.

[03:32:28] I think that the teachers got a really nice preview of what the whole year is going to look like in the launch unit, which kind of overwhelmed them at first. As we started unpacking unit one last week, they realized the launch unit was just an introduction to everything that's coming.

[03:32:48] And now that we're getting into the actual content units, they have a lot more time to focus on one skill at a time in each area of phonics, comprehension, vocabulary, all that. The supports I'm providing is definitely making sure they have access to that whole group instruction.

[03:33:06] you know they're getting the content they're getting the lesson and if we have to provide you know certain accommodations or modifications you know that's very accessible through the program and then you know during those built-in small group lessons I'm able to provide you know intervention or reteaching collaborating with my co-teacher so we are able to I think provide access to all learners so it's really I think gives that equity that we really strive for in FCPS.

[03:33:36] My favorite thing about teaching first grade especially is like the reading and seeing their confidence grow. It's great for them to come to school and say at home over the weekend I was able to read words with magic E or words with diagraphs so that's really great and that's really heartwarming and it kind of answers my why of why I teach. And so that gives you a little snapshot into the classroom for our Chester Brook Elementary School students and I think I think one of the things that our teacher that was teaching our special education class

[03:34:14] said that really I really want as a board you to note is that we're not doing pull out at the time of the instructional that the lesson that that's happening at grade level for all students. And that's really something we've been very clear about in the training and that following that grade level instruction there might be enrichment or intervention that's necessary but everyone is receiving instruction at grade level and that's really critical.

[03:34:41] I don't know if you want to add anything to that Ms. Clamenco? MS. MS. NOPE. I THINK YOU GOT IT. MS. OK. ALL RIGHT. SO NEXT SLIDE. THIS COMES OUT OF THE VIRGINIA LITERACY ACT IMPLEMENTATION PLAYBOOK.

[03:34:58] AND IT'S JUST IMPORTANT TO REMIND THOSE WHO ARE WATCHING AND YOU AS A BOARD THAT BENCHMARK ADVANCE IS GROUNDED IN THE SCIENCE-BASED READING RESEARCH AND DOES PROVIDE OUR STUDENTS access to high quality materials in every classroom.

[03:35:13] So as we look at the common topics, this is actually kind of exciting. And I know I've seen a number of you at open or I guess back to school nights. And very often this is a slide that families are being shown at back to school nights because it's the same theme across grades.

[03:35:33] In other words, in unit one, the knowledge strand is life science. And so it doesn't matter what grade you're in, that theme of life science kind of cuts across the whole school. So if you have elementary students in multiple grades, you can really talk about life science pretty much 24/7 with your young student.

[03:35:54] And it's been very exciting because a couple of the classrooms I've been in the last couple weeks, the monarch butterflies have been coming out of their chrysalis. SO THE TEACHERS ARE REALLY EXCITED THAT SOME OF THE SCIENCE TOPICS ARE REALLY ARTICULATING WELL I GUESS WITH THE READING TOPICS.

[03:36:11] SO LOTS OF EXCITEMENT ABOUT THESE COMMON TOPICS AND WE HAVE SOME HOME SCHOOL CONNECTIONS WHICH WE'RE REALLY EXCITED ABOUT. THESE HOME SCHOOL CONNECTIONS ARE STUDENT MAGAZINES THAT AT THE END OF EACH UNIT GO HOME SO FAMILIES CAN EXPLORE AND TALK A LITTLE BIT ABOUT WHAT STUDENTS HAVE LEARNED.

[03:36:34] Those are great little cheetah pups, or wouldn't they be cheetah kittens I guess, in their plants and animal habitats. But it's exciting I think for students to have materials to take home and to have families be able to really be in dialogue.

[03:36:51] And these are things we could, the take home activity calendar for example, these are things our young people can do with families long after the unit. So we're very excited about that. The scaffolds and supports, again, English language development is an important part of core instruction and our multilingual teachers are going to use the curriculum.

[03:37:12] We talked about that in the instructional program report. Benchmark Express is a comprehensive English language development curriculum which is aligned to Benchmark Advance and our multilingual learners will have access to both, the Benchmark Advance as well as the Express.

[03:37:31] ALL STUDENTS RECEIVING ADVANCED ACADEMIC SERVICES WILL PARTICIPATE IN BENCHMARK ADVANCE WHICH ALSO HAS EXTENSIONS AND EXTENSION MATERIALS. SO OVER 7,000 STUDENTS HAVE BEEN ENROLLED IN THE STATE TRAINING COURSES.

[03:37:48] AND IT'S JUST -- THEY MAY HAVE FROM THREE TO NINE MODULES TO COMPLETE, WHICH IS WHAT WE TALKED ABOUT EARLIER IN TERMS OF A HEAVY LIFT FOR OUR STAFF, BUT THESE ARE OUR STRATEGIES FOR MOVING FORWARD. With implementation we're going to continue to provide PD, deepen our understanding and definitely be partnering with families to make sure that any additional needs are met.

[03:38:11] So that is Academic Matters this evening. Thank you Dr. Reed. Ms. Marin. Yeah, this is so great and I'm watching it in my own child's school. The only question I had was about the family resources. So I mean as a parent waiting until the end of the unit to get the materials is like well I could have been talking with my kiddo that whole time so and I can't say I've heard a lot like the back-to-school presentation was great that they did at the school but I haven't like received links or things so what can we do about that to make sure families know or like where could they read extra books like

[03:38:46] are they using my on are they using you know I don't know right and I do think we're working on a family resource or Academy type presentation miss Clemenco Do you want to update us on where we are with that, please? Well, I'll say a couple of things.

[03:39:03] The series has several parts to it that can support families. One is there's a take-home letter, which your school may not be using yet, but it comes in multiple languages that kind of, I think, set the families up for the unit. So we probably need to get some more communication out to people to make sure we're using those.

[03:39:19] One of the things we're looking at is how do we provide parents some education around how to support their child at home, more than just using the resources. But really, many of our parents may have been products of whole language, right, and not really have learned to read in the way that we're teaching to read.

[03:39:35] So we're looking at trying to partner with the Family Resource Center to have some more kind of instructional opportunities for parents, too. So the gamut from just helping your child with what's coming home to really learning a lot more. Cool. Well, thanks.

[03:39:51] I think to something I've observed is that the families, you know, constituents seem to generally trust our schools. So even if, you know, I asked you, like, what do you think? Do you understand this? They're like, not really. But, you know, it seems great. So maybe that, too, is, you know, sort of hindering parents.

[03:40:07] But again, like if they, you know, I don't know, I don't want to single out anyone's school. But so I just want to know more about the because I remember in the past there's just been like lists of websites and books and things. AND THE MATERIAL IS SO COOL AND PRETTY AND I WOULD LIKE TO SEE IT BEFORE THEY ARE DONE WITH THE UNIT. THAT'S REALLY GOOD FEEDBACK AND MAYBE WE CAN TAKE THAT BACK TO THE TEAM AND SEE EVEN IF WE PUT THAT DOCUMENT ONLINE MAYBE TO SHARE WITH FAMILIES OR SENT LIKE A LINK TO AN ONLINE ONE AND THEN THEY BRING THEIR REAL ONE HOME. WE'RE REALLY TRYING TO ALSO IN THE PARTICULARLY

[03:40:43] OUR EARLY GRADES MINIMIZE SCREEN TIME AROUND THIS INSTRUCTION FOR READING BECAUSE WE WE WANT IT TO BE A RELATIONAL TASK, RIGHT, AND REALLY EXCITED ABOUT THOSE POSSIBILITIES. BUT I DO THINK PARENTS MIGHT BENEFIT FROM HAVING THAT CONVERSATION THROUGHOUT.

[03:41:01] SO WE'LL TAKE THAT BACK AS FEEDBACK. THANK YOU, MS. MARIN. DR. ANDERSON. ONE OF THE THINGS THAT I WANTED TO MAKE SURE THAT WE HIGHLIGHTED AS MS. MARIN BROUGHT UP EARLIER REGARDING THE DELAY IN ADOPTING A BASEL, DON'T FORGET WE ALSO HAD THAT HICCUP where we had to wait for almost two years from the state while they completed their list.

[03:41:27] So that did not help our efforts here. So I want to make sure that that was part of the conversation. One of the things that also Ms. Komenko mentioned earlier was consistency and learning targets. Can you speak a little bit more about what you meant by that?

[03:41:45] So that wasn't specifically in relation to the basal, right? That was just kind of a comment of things that we noticed when we were doing the instructional walkthroughs some classrooms had learning targets posted where others had had it written in different ways just that was just something that we had noticed we do support through the basal like sort of what the objectives are for every day so that is that's part of the basal program is kind of baked in okay thank you one of the teachers commented on materials being readily available that she doesn't have to go look for things on the website which I think is a great

[03:42:19] time-saver because the workload issue is real how how else can we potentially help reduce the workload we know that there's a lot for them to learn it's year one of a program they'll get some things on automatic later on but I'm very curious in terms of how can we assist by taking some things off their plate and what could that potentially be at this point well I do think the search for material cycle doesn't need to continue right because materials have been provided and that does take time to to do that I don't know what we could take off

[03:42:59] people's plates at this time miss Clemenco you have some thoughts that is the million-dollar question for everybody right what can we take off their plate I think that what we're trying to do is we're trying to build a lot of capacity within the school right so one of the things we're doing is ensuring that that our reading specialists are getting even more training and getting more familiar so that they can help with teams help them smooth the way and help them sort of get out of the weeds and maybe step back a little bit diane leipzig is in the um audience and she works in our schools almost daily with our principals in our schools and she was telling

[03:43:37] me a story that you know the teachers get into it and they get like they're just so worried about what to do tomorrow and what's this and what's that but sometimes a reading specialist or somebody else can say well let's just step back what exactly is the skill we're trying to teach today and then teachers go oh you know brings down so maybe I can't take things off I can't provide more training planning time which I would love to but if we can build the capacity of others the other strategy that we have is called core teams where once a quarter the principal comes together with a grade level representative for more PD more training more unpacking of the upcoming units so we're building that familiarity and that person's going

[03:44:14] back and being part of the CT that has had some additional support. So we have just multiple layers of trying to create increased familiarity and increased support for teachers. Thank you. One of I had the opportunity to see this in action just this week and I was just really encouraged and this was at the middle school the sixth grade at the middle school.

[03:44:36] I was just so encouraged that there were actually materials for students to write in and engage with in lieu of just going through slide deck after slide deck on the computer we had a lot of conversation regarding the materials for ell students for multilingual students i would love to see some of that captured in the video because it's a slightly different experience and i'd like to lift that up as part of um some of our work here and lastly and this will be no surprise i I would love to hear a little bit more about the daily allocations for for the delivery of this instruction.

[03:45:13] When we had these conversations before before pre-summer there were recommended there was a wide range of recommended time. What have we landed on on being the recommended period for delivery in English language classrooms.

[03:45:32] So as I mentioned earlier there is a range and I don't have it memorized and it did shift and change over but it's a I don't remember but I can definitely put it in the Friday letter tomorrow so I don't it's around a hundred minutes it's around a hundred minutes give or take but there is some variation at the lower grades it's a little more in the upper grades it's a little less and so at the sixth grade level the students I think are able to do about 80 minutes every other day I know that we are going to try to capture some of the additional information some of the additional units in the social studies for our sixth grade in

[03:46:07] in the middle. What feedback are teachers giving in terms of how they need to make decisions or is that something that centrally is being done for them in terms of reducing how much they cover during the 80 minute period every other day.

[03:46:22] Yes so we're we are calling the service that we're giving our six in the middle schools are white glove service. So they are getting more attention probably than any schools because we are asking them to accommodate and make some tweaks different than everyone else. We need to make sure their training is very specialized.

[03:46:40] So they've been getting support from Diane, who's in the audience, and also others from our office where the language arts teachers have been getting very specific support. And we've redone their sort of pacing guide for them to show them how to fit it into their structure as well as our social studies.

[03:46:56] Our social studies specialist is working with the social studies teachers and our language arts team to support the social studies. The social studies teachers have not picked up any units yet because they're later in the year so it's not like we're all starting at the year they need to go in a sequence so far we have not the principals have reported because I have met with them that it is going well and they're all

trying to figure it out just like everybody else but as I said white glove service is what our aim is so if you hear anything other than it's going well please let me know well I appreciate the white glove service because as you know those roughly three

[03:47:32] thought three thousand students include some of the most neediest students that WE HAVE IN THE DIVISION. SO THAT'S REALLY IMPORTANT. WHAT I WOULD ALSO ASK IS AS YOU ARE ADMINISTERING THE COMMON ASSESSMENTS AND WHATEVER OTHER ASSESSMENTS THAT ARE BEING EVALUATED IN THE AREA -- THAT ARE BEING ADMINISTERED IN THE AREA OF READING OR ENGLISH LANGUAGE ARTS, I WOULD LOVE TO SEE SOME ANALYSIS OF ANY DIFFERENCES THAT WE SEE BETWEEN SIXTH GRADE STUDENTS AND OUR K-6'S AND SIXTH GRADE STUDENTS IN THE MIDDLE SCHOOL. YES, MA'AM.

[03:48:03] Thank you, Dr. Anderson. Ms. St. John Cunning? I apologize. Mr. Dunn? I'd like to understand the data that you presented either two weeks or four weeks ago showing, you know, increases in SOL and VAAP scores was very heartening.

[03:48:34] But when you broke it down by demographic group, you saw that, you know, economically disadvantaged students, Black students, Hispanic students, English language learners, were learning at significantly lower rates or succeeding at significantly lower rates than whites and Asians.

[03:48:55] And I think that's, you know, almost the challenge of our generation, right? That there have been these persistent variations and they can't be allowed to persist anymore. Part of the solution, surely, is the science of reading that we're implementing.

[03:49:14] But I was wondering if there is any plan beyond what's being provided for everyone. Maybe it's the white glove service. Maybe it's something different. But there are certain populations that may have more immigrant students that may have not received as much formal education.

[03:49:31] But for black students who have been here for hundreds of years, I don't understand why we haven't cracked the code on bringing up their achievement. So I was wondering, you know, what is FCPS doing or what are you considering doing to remedy that achievement gap so that every student at every school receives a world-class education and comes out achieving at comparable levels?

[03:49:57] So I think that what's critical is making sure that we have the same level of rigor across all parts of the county. So I think the assessments, the common assessments are going to give us that information very quickly.

[03:50:15] I also think that one of the things that I talked about was the express ELD materials. So this is the first time in Fairfax County that we have materials that are compatible to the BASIL that are specifically for multilingual learners.

[03:50:31] So that work will happen in parallel for our students that are multilingual students. WE HAVEN'T HAD THAT BEFORE, SO THAT'S AN INTENTIONAL STRATEGY TO FOCUS ON CLOSING GAPS FOR OUR MULTILINGUAL STUDENTS. THE COMMON ASSESSMENTS WILL BE, THAT'S AN INTENTIONAL STRATEGY AROUND STUDENTS WHO DON'T HAVE LANGUAGE CONCERNS BECAUSE THEN WE'RE ABLE TO AT THE END OF EACH UNIT PROVIDE INTERVENTION INSTEAD OF WAITING TILL THE END OF THE YEAR WHICH IS TOO LATE, RIGHT?

[03:50:59] SO THAT MORE FLEXIBLE GROUPING WITH THE COMMON ASSESSMENTS SHOULD CLOSE GAPS. GOING TO SEE IN OUR DATA THAT WE ARE ACTUALLY MAKING PROGRESS IN OUR TRADITIONALLY UNDERPERFORMING STUDENT GROUPS AND WE HAVE INTENTIONAL STRATEGIES FOCUSED ON THAT RIGHT NOW.

[03:51:19] DO WE HAVE SUFFICIENT STAFFING TO PROVIDE ALL THE INTERVENTIONS BECAUSE WE HAVE A FAIR NUMBER OF STUDENTS WHO ARE ONE OR TWO OR EVEN THREE GRADE LEVELS BELOW WHERE THEY SHOULD BE AND WE KNOW THAT ALREADY WITHOUT GOING THROUGH THESE ASSESSMENTS AND SO DO YOU HAVE THE RESOURCES YOU NEED TO SUCCEED? I THINK IF WE WERE FULLY FUNDED, WE WOULD HAVE MORE RESOURCES.

[03:51:44] I THINK THE HALF A MILLION DOLLARS A YEAR OR EXCUSE ME HALF A BILLION DOLLARS A YEAR WOULD CERTAINLY PROVIDE RESOURCES THAT I THINK WOULD MORE QUICKLY REMEDY THE SITUATION. BUT WE'RE JUST, YOU KNOW, WE BELIEVE THAT THE STRATEGIES WE'VE PUT IN A PLACE RIGHT NOW THAT WE WILL CONTINUE TO see growth and by 2030 that we'll have closed these gaps.

[03:52:07] It would certainly be easier to do that with more resources, for sure. And do you feel that your strategy that you're leading FCPS to adopt, is it differentiated from other school systems or is there a general consensus across the nation now about how to close the achievement gap?

[03:52:27] I think what we are doing as a team, as we get more aligned, more coherent, and just more disciplined in our focus with the right materials, the right use of time, the right groupings, we're going to close gaps.

[03:52:46] Sorry, but is that different from what other school districts are doing, or is there a national consensus? I mean, there seems to be a national consensus about the science of reading, right? That's correct. Yes, sir. now a national consensus about how to close these achievement gaps have persisted over decades.

[03:53:04] I think there's a body of knowledge around what often is considered the 90-90-90 school research, and that's consistent, disciplined approach to nimble grouping, the multi-tiered systems of support. Those are all accepted practices that do close gaps, no question. I think our challenge IS STAYING DISCIPLINED IN THAT APPROACH AND NOT VEERING OFF FROM THAT UNTIL WE HAVE CLOSED THE GAPS WHICH IS WHY THIS YEAR OUR GOAL IS STILL MAKING SURE THIRD GRADERS ARE READING BY THE END OF THE THIRD GRADE, RIGHT, THAT EIGHTH GRADERS MINIMALLY ARE IN ALGEBRA AND

[03:53:43] THAT WE HAVE RIGOROUS AND ACADEMICALLY INTENSE COURSE TAKING PATTERNS FOR HIGH SCHOOL STUDENTS AND WE HAVEN'T MET THOSE GOALS YET SO WE'RE STILL KEEPING THOSE GOALS, RIGHT? WE'RE NOT PICKING SOME OTHER GOALS THIS YEAR, WE'RE STAYING THE COURSE, AND THAT'S WHAT WE'RE GOING TO HAVE TO DO IS STAY DISCIPLINED IF WE'RE GOING TO GET THESE -- NOT IF.

[03:54:00] TO GET THESE GAPS CLOSED, WE HAVE TO STAY DISCIPLINED AND FOCUSED. THANK YOU. THANK YOU, MR. DUNN. MR. MOON? DR. REED, WHAT WE DO IN SCHOOLS IS ONE THING, BUT I THINK THE ONE BIG COMPONENT THAT WE MAY want to work find the ways to do a better job that is to work with the families especially with economically disadvantaged families multilingual families today have all the information they need tools or resources to help

[03:54:37] their children's learning at home I think that's very critical component of a child's growth and I a lot of times I have to wonder because I see in my own OWN COMMUNITY, THE VAST DIFFERENCES BETWEEN THOSE WHO HAVE THE KNOWLEDGE, WHO HAVE THE INFORMATION PERSON WHO DON'T. YES, SIR. THANK YOU, MR. MOON. ALL RIGHT. WE WILL MOVE ON TO AGENDA ITEM 8.02, OPENING OF SCHOOLS REPORT FOR THE 2024-25 SCHOOL YEAR. I CALL ON DR. REED. WELL, HELLO,

[03:55:14] EVERYONE. I AM THRILLED TO BE SHARING THIS RECAP OF OUR STRONG START TO THE 24-25 SCHOOL YEAR. AND I KNOW THEY'RE BRINGING UP THE REPORT, BUT EVERY SINGLE STAFF MEMBER HERE AND ALL THOSE OUT IN OUR VIEWING AUDIENCE HAD A ROLE IN TONIGHT'S REPORT AND WHAT WE'RE DOING AS A SCHOOL DIVISION. SO THIS EVENING I'LL BE SHARING WHO WE ARE AND WHAT WE DO TO PROVIDE A WORLD CLASS EDUCATION HERE AT FCPS. I WANT TO TAKE A LOOK BACK AT OUR SUCCESSES AND LOOK FORWARD AT WHAT

[03:55:49] this year is bringing to our students so we're going to be talking about ready set grow um and

[03:55:57] let's take a look at our first day of school now this is an amazing community and the kids are

[03:57:06] still leaping off buses running into classrooms to read do math science social studies the arts and so forth so much excitement um anyhow so much to be proud of so let me talk about our numbers real quickly again as the ninth largest school division in the nation we do serve a very diverse student population which is one of our many strengths our enrollment continues to grow right now as at the end of the 17th which was last week we're at 181,019 and we will continue to grow

[03:57:43] through October I don't you know at this rate we're a little I think ahead growth wise from where we were a year ago so we'll see what happens we're a lot of just a lot of excitement about school this year now let's take a look at our demographics again a reminder that our students come from 204 countries and that is a true statement right we did confirm we have 204 countries or territories with more than 200 home languages and when you look at the

[03:58:14] NUMBERS OF OUR STUDENT GROUPS, IT'S REALLY CLEAR THAT, YOU KNOW, WE HAVE, AGAIN, ONE OF THE LARGEST MILITARY CONNECTED STUDENT POPULATIONS AND THEN ALMOST 30,000 OF OUR STUDENTS RECEIVE SOME TYPE OF SPECIAL EDUCATION SERVICES, AGAIN, OVER 38,000 ARE MULTILINGUAL LEARNERS, AND WE ARE NOW AT 63,500 STUDENTS THAT ARE ECONOMICALLY DISADVANTAGED, WHICH MEANS ONE IN THREE STUDENTS ARE ELIGIBLE FOR FREE OR REDUCED MEALS, WHICH HAS GONE UP, HONESTLY, OVER THE YEARS.

[03:58:53] ONE IN FIVE OF OUR STUDENTS ARE MULTILINGUAL AND ONE IN SIX RECEIVE SPECIAL EDUCATION SERVICES. HOW EXCITING THAT WE HAVE THE OPPORTUNITY TO SUPPORT AND WORK WITH THESE AMAZING YOUNG PEOPLE. As of this fall, we have 40,040 employees, which include part-time and hourly employees.

[03:59:17] And we felt it was very important to put our part-time and hourly employees as part of our labor staff, because traditionally we've only listed our full-time positions. But so many of our staff members are part-time and hourly.

[03:59:32] We want to make sure we recognize all the staff in the division. So this is our sort of breakdown of staff and with 40,000 employees we're clearly one of the larger employees in this area.

[03:59:49] Our HR team deserves a lot of credit for our hiring, processing and managing of staff and we're excited to be as fully staffed as we are. Our families, our families are vital partners here and this is the results of our annual FAMILY ENGAGEMENT SURVEY.

[04:00:09] WE HAD MORE THAN 26,000 FAMILIES PARTICIPATE AND WE'RE FEELING VERY POSITIVE ABOUT REALLY OUR WELCOMING ENVIRONMENT COMMUNICATION SKILLS AND SO FORTH AND ARE WORKING HARD TO CONTINUE TO GROW THIS DATA BUT AGAIN REALLY EXCITED ABOUT THE WORK THAT OUR SCHOOL BASED STAFF IN PARTICULAR ARE DOING BECAUSE OUR PRINCIPALS, SCHOOL-BASED STAFF, LIAISONS, OFFICE STAFF, TEACHERS, IA'S, I MEAN THIS IS A TEAM EFFORT. SO VERY EXCITED ABOUT THAT.

[04:00:45] WE HAVE A LOT OF COMMUNITY PARTNERS FOR MENTORSHIPS AND TUTORING, WORKFORCE DEVELOPMENT, ET CETERA. AND AS WE SAY MANY TIMES, SCHOOLS CAN'T DO THIS WORK ALONE. SO WE VERY MUCH SO APPRECIATE OUR COMMUNITY PARTNERS. AS WE ENGAGE OUR COMMUNITY, WE'VE HAD QUITE A NUMBER OF OPPORTUNITIES LAST YEAR AND THIS YEAR.

[04:01:09] THIS YEAR ON THE SCHEDULE ALREADY ARE THE FOLLOWING MEETINGS THAT YOU'VE HAD A CHANCE TO TAKE A LOOK AT. WE'LL ALSO HAVE A SIGNIFICANT AMOUNT OF COMMUNITY ENGAGEMENT WITH OUR BOUNDARY PLANNING AND OUR MIDDLE SCHOOL START TIME FINALIZATION. SO JUST QUITE A FEW MEETINGS THAT WILL BE PART OF OUR COMMUNITY CONVERSATION THIS YEAR. AS WE LOOK AT THE CLASS OF 2024, WHICH WAS OUR MOST RECENT GRADUATING CLASS. WE HAD A 94.6% GRADUATION RATE FOR FOUR YEARS ON TIME.

[04:01:40] AND JUST HONESTLY A CLASS THAT HAD A LOT OF ACHIEVEMENTS. YOU CAN SEE THOSE ON THE SLIDE HERE. AND WE AGAIN, THE CLASS OF 2024 OR THE SCHOOL YEAR 2024, WE DID SEE A 9.5% INCREASE IN AND OUR EIGHTH GRADERS TAKING ALGEBARE I ARE HIGHER AND CONTINUE TO PROVIDE INCREASES IN A VARIETY OF AREAS.

[04:02:10] SO LET'S TAKE A LOOK AT HOW WE FUEL SUCCESS. AND AGAIN, OUR BREAKFAST AND LUNCH OPTIONS, THERE'S SO MANY NEW OPTIONS THAT WE THINK ARE HEALTHY AND SCRATCH COOKING AS WELL AS A LITTLE BIT GREENER IN MORE WAYS THAN ONE.

[04:02:31] WE'VE SERVED A RECORD NUMBER OF BREAKFASTS AND LUNCH, AND WE CONTINUE TO SERVE HONESTLY 77,000 LUNCHES EVERY DAY, THAT'S INCREDIBLE, 28,000 BREAKFASTS, AND WE DO HAVE 16 NEW OPTIONS FOR LUNCH AND BREAKFAST, BUT JUST A LOT OF EXCITEMENT THERE. I ALSO WANT TO THANK OUR, JUST OUR FOOD AND NUTRITION TEAM FOR THEIR IMPACT ON OUR ATTENDANCE LAST YEAR. I DON'T KNOW IF THAT'S THAT'S GOING TO BE ON OUR SLIDES COMING UP, 191 OF OUR SCHOOLS IMPROVED THEIR ATTENDANCE WHEN IT WAS ALL SAID AND DONE OUT OF 199.

[04:03:09] SO THAT'S INCREDIBLE AND WE WANT TO CREDIT ALSO OUR FOOD AND OUR NUTRITION FOR OUR INCREASED ATTENDANCE AND ENGAGEMENT. SO IN TERMS OF ON TRACK FOR LEARNING, BIG SHOUT OUT AND A THANK YOU TO OUR MORE THAN 1400 SCHOOL BUS DRIVERS, ATTENDANTS AND ROUTE SUPERVISORS.

[04:03:31] WE ARE ONE OF THE LARGEST SCHOOL BUS FLEETS IN THE NATION AND WE TRANSPORT NEARLY 130,000 STUDENTS EVERY DAY ON OVER 1,600 BUSES. AND HONESTLY THAT'S -- I REMEMBER I

SHARED WITH YOU AS A TEAM THAT ON OUR FOURTH DAY OF SCHOOL WE ONLY HAD 2% OF OUR ROUTES RUNNING LATE AND THAT'S WITH OVER 100,000 DAILY MILES ON THE ROAD.

[04:03:58] THAT'S AN INCREDIBLE DATA POINT. SO JUST HAVE A REAL SHOUT OUT TO OUR TEAM TRANSPORTATION AND ALL THE WORK THAT THEY DO. LOOKING AT OUR ENERGY CONSUMPTION, ALSO JUST WANT TO RECOGNIZE THAT WE HAVE 72 ENERGY STAR SCHOOLS AND WE'VE REALIZED 12 MILLION IN SAVINGS FOR FY23 AND A TOTAL OF NEARLY 96 MILLION SINCE FY13.

[04:04:24] SO OUR FACILITIES TEAM IS WORKING REALLY HARD TO MAINTAIN THIS STATUS AND IT'S A STRONG STEP IN OUR GET TO GREEN GOAL PROCESS. AS FAR AS OUR TECHNOLOGY, YOU CAN SEE JUST THE SIGNIFICANT DATA POINTS HERE.

[04:04:40] AGAIN, WE'RE MOVING AS QUICKLY AS WE CAN THROUGH STUDENT ONLINE REGISTRATION. AND REALLY HEARD SOME POSITIVE FEEDBACK AT OUR BLUE STAR FAMILY WELCOME BREAKFAST THE OTHER MORNING AT WEST SPRINGFIELD HIGH SCHOOL WHERE WE HAVE MILITARY FAMILIES WHO REALLY APPRECIATE THE OPPORTUNITY TO REGISTER ONLINE, WHICH IS NEW IN THE LAST COUPLE YEARS.

[04:05:03] AND JUST A VARIETY OF FEATURES THAT WE'RE ABLE TO PROVIDE ONLINE THAT HAVEN'T BEEN. SO OUR IT DEPARTMENT, A BIG SHOUT OUT TO IT. THIS IS A LOT OF WORK AND CONTINUES. AND BUILDING OUR FUTURE, OUR CAPITAL PROJECTS, CONSTRUCTION AND DESIGN TEAMS, INFRASTRUCTURE WORK. THIS DATA IS INCREDIBLE. AND JUST THE AMOUNT OF PROJECTS WE PROVIDED ALSO IN A FRIDAY LETTER RECENTLY. I THINK THERE WERE A NUMBER OF PAGES OF PROJECTS.

[04:05:37] SO WITH EIGHT SCHOOLS UNDER CONSTRUCTION, TWO ARE COMPLETED. AND ALL OF THE DIFFERENT INFRASTRUCTURE SUMMER PROJECTS, IT'S AN INCREDIBLE AMOUNT OF WORK. AND A BIG SHOUTOUT TO ALL OUR grounds facilities design and construction staff their work often goes unseen but it makes a huge difference for our students so what's new we have dr king is going to be sharing more data as we go through the year on our cell phone storage pilot programs and she's getting quite the how do i want to say this quite the group of friends around the commonwealth who are calling

[04:06:14] FOR ADVICE, SO DR. KING IS BECOMING KIND OF THE ADVISOR I THINK FOR MANY FOLKS AROUND THIS AREA ON THIS TOPIC. EARLY RELEASE MONDAYS, WE'VE GONE THROUGH A CYCLE NOW FOR BOTH HALVES OF OUR ELEMENTARY TEAM AND REALLY FEEL LIKE AS WE'VE DONE THAT NOW ONCE WE'VE LEARNED SOME THINGS TO EVEN IMPROVE THAT EXPERIENCE BUT JUST AGAIN A BIG THANK YOU FOR ALL OF THOSE WHO SUPPORT that and especially our principals teachers and school-based staff that had to implement this

[04:06:48] we're in year two of our plan and we've added some sports this fall the boys volleyball which has been pretty fun to watch very competitive actually justice high school's boys the wolves were undefeated until they ran into the hayfield hawks and it was a great game at falls church HIGH SCHOOL THE OTHER NIGHT. LOTS OF ENERGY AND EXCITEMENT. WE'LL BE ADDING GIRLS WRESTLING AND WE'LL ALSO HAVE OUR SECOND YEAR BACK FOR WINTER CHEER. AND OUR MIDDLE SCHOOL SPORTS ARE CONTINUING. MIDDLE SCHOOL TEAMS IN DECEMBER WILL MAKE RECOMMENDATIONS FOR THE SPORT TO ADD

[04:07:28] NEXT YEAR. WE'VE GOT OUR BASIL CURRICULUM WE TALKED ABOUT TONIGHT. OUR UNIVERSAL DESIGN FOR LEARNING INITIATIVE AND OUR NEW FAMILY ACADEMY INITIATIVE. LOTS OF EXCITEMENT AND NEW THINGS THIS YEAR. AND THAT'S IT FOR OUR WELCOME BACK TO SCHOOL REPORT.

[04:07:46] THANKS, EVERYONE, FOR WATCHING AND WE'LL CONTINUE TO HAVE A FABULOUS YEAR. THANK YOU, DR. REED. MR. MOON. THANK YOU, MR. CHAIRMAN. JUST A FEW THINGS. FIRST OF ALL, SCHOOL BUS DRIVERS, ARE WE OKAY WITH THE NUMBER OF DRIVERS THAT WE NEED?

[04:08:06] WE ALWAYS NEED MORE, BUT WE ARE MANAGING AT THE MOMENT, BUT WE CERTAINLY COULD ALWAYS USE MORE SCHOOL BUS DRIVERS. HOW MANY MORE DO WE NEED, ABOUT 100? PROBABLY ABOUT 100 I WOULD SAY IT WOULD BE AN ACCURATE STATEMENT. YES, MA'AM. OKAY. ALL RIGHT, THANK YOU.

[04:08:25] IMMUNIZATION SHOTS FOR THE CHILDREN WHO ARE WAITING TO BE ABLE TO COME INTO CLASS. IS THAT STILL 12,000 WAITING OR -- THANK YOU, MR. MOON. WE'VE ACTUALLY OVER THE LAST TWO YEARS BROUGHT THE NUMBERS DOWN. WE'RE NOW LOWER THAN 12,000.

[04:08:44] Because that was the number you gave to our supervisors about a week ago. Right. And we've been sending central office staff out, calling families, texting families, emailing families about immunizations. I'm not sure exactly where we're at, Dr. Presidio.

[04:09:00] Yeah, I think, I mean, we've got a ways to go, but in July we had 29,000 students that weren't compliant with immunization requirements. We're down just a little bit over 9,000 as of today. we've got a ways to go, but we're making really good progress. We're partnering with the health department, Safeway, to have clinics that are going to run from October through December to try to help our students. You know, doctor, we need to put, we need to put maximum pressure. I'm sorry to, you know, categorizing it this way, describing it this way, but we are already, what, more than

[04:09:37] a month into school. And if we have a city of 9,000 kids waiting to get immunization shots, THAT IS CRIMINAL, THAT IS CRIMINAL, DR. REED. LASTLY, THAT ENROLLMENT, WHAT WAS THE ENROLLMENT PROJECTION, THE NUMBER THAT WE USED TO COME UP WITH THIS YEAR'S BUDGET?

[04:10:02] WAS IT AROUND 183,000? I WOULD THINK WE PROJECTED LOWER. SO MS. BURDEN, WHAT DID WE USE FOR BUDGET PROJECTION PURPOSES? I DON'T KNOW EXACTLY, BUT IT WAS NEAR 180,000.

[04:10:23] ARMAN, WE GENERALLY PROJECT LOWER FOR BUDGET JUST SO THAT WE DON'T -- A LITTLE BIT LOWER FOR BUDGET. SO I THINK YOU'RE RIGHT, IT'S PROBABLY RIGHT AROUND 180. AND WE'RE RIGHT NOW I BELIEVE A LITTLE OVER -- 181. CLOSING IN AT 182. SO IT'S STILL LOWER THAN END OF THE YEAR LAST YEAR, WHICH WAS 182. WE KEPT GROWING LAST YEAR. LIKE, IT'S TRADITIONAL FOR US TO START LOWER AND BY OCTOBER, OUR GRAPHS AROUND ENROLLMENT CONTINUE TO GROW AND WE HAVE OUR HIGHER NUMBERS AS THE YEAR GOES ON.

[04:11:03] OKAY. I WAS JUST WONDERING WHETHER THESE NUMBERS HAVE ANYTHING TO DO WITH 9,000 KIDS STILL WAITING TO BE ENROLLED WITH THE IMMUNIZATION SHOTS. WELL, THEY'RE NOT WAITING TO BE ENROLLED. SOME OF THEM ARE ENROLLED, BUT WE DO HAVE A NUMBER OF STUDENTS WAITING TO GET ENROLLED DUE TO IMMUNIZATION AS WELL AND A NUMBER RISKING BEING UNENROLLED IF THEY DON'T GET THEIR SHOTS.

[04:11:27] SO IT IS A PROBLEM FOR SURE. OKAY THANK YOU. THANK YOU MR. MOON. MR. DUNN. I WANTED TO ASK ABOUT CELL PHONES. SO IN MOST OF THE COMMUNICATIONS THE FRIDAY LETTERS AND THE REPORTS WE'VE BEEN TALKING ABOUT THE CELL PHONE PILOT BUT THERE WERE TWO MOTIONS ON CELL PHONES AND THE SECOND MOTION THAT WAS APPROVED BY THE SCHOOL BOARD REQUIRED MULTIPLE OPTIONS TO BE PRESENTED TO THE the school board, including a complete prohibition on cell phone use at all school levels by March 1st.

[04:12:06] And obviously, at the time that those two motions were enacted, I think it was April, that was before VDOE and California and all these things that happened this summer. I just wanted to check in and see, are you on track to still meet that March 1st deadline TO DEVELOP MULTIPLE OPTIONS TO PRESENT TO THE SCHOOL BOARD.

[04:12:28] YES, SIR. THE FAMILY ACADEMY, I THINK IT'S SO AMAZING. I'D LOVE TO SEE ONE OF THESE GREAT VIDEOS THAT YOUR VIDEOS TEAM DOES ABOUT THE FAMILY ACADEMY, BUT I ALSO WANTED TO SEE HOW MANY SITES, HOW ACCESSIBLE IS IT, HOW AVAILABLE IS IT, IS IT AVAILABLE, IS IT IN THE MOUNT VERNON DISTRICT, FOR EXAMPLE.

[04:12:49] SO MS. HALL. THANK YOU. WE'RE ACTUALLY DEVELOPING THE EXPANDED PROGRAMMING FOR THE EXTERNAL FACING PROGRAMMING THAT'S ACTUALLY IN THE COMMUNITIES. A LOT OF IT IS ONLINE RIGHT NOW. THERE ARE WEBINARS, BUT WE DO HAVE SOME OUT IN THE COMMUNITY AND I CAN GET THAT LIST TOGETHER FOR YOU.

[04:13:11] THAT WOULD BE GREAT. DO YOU HAVE A SENSE OF HOW BROAD YOU'RE GOING TO EXPAND IT IN TERMS OF HOW MANY SITES OR DO YOU HAVE A SENSE? WE'RE TRYING TO EXPAND IT ACROSS OUR REGIONS. WE THINK THAT'S IMPORTANT TO MEET THE COMMUNITY WHERE THEY ARE. NEW SPEAKER: HOW MANY LANGUAGES DO YOU INTEND TO OFFER?

[04:13:29] NEW SPEAKER: THAT'S A VERY GOOD QUESTION. I THINK IT DEPENDS ON THE LOCATION AND THE NEED, BUT WHEREVER WE GO, WE TRY TO MAKE SURE WE'RE OFFERING ALL OF THE LANGUAGES THAT ARE REQUESTED. NEW SPEAKER: OKAY. I LOOK FORWARD TO RECEIVING MORE INFORMATION. THANK YOU.

[04:13:46] NEW SPEAKER: THANK YOU, MR. DUNN. DR. ANDERSON? NEW SPEAKER: THANK YOU. THE FAMILY SURVEY, I KNOW YOU MENTIONED AT SOME POINT HOW MANY OF OUR FAMILIES COMPLETED IT. CAN YOU REFRESH MY MEMORY?

[04:14:01] YES, MA'AM, I BELIEVE IT WAS 26,000. AND THAT'S PROBABLY ONE OF THE HIGHEST WE'VE HAD FOR A WHILE OR EVER. WHERE DOES THAT RANK, JUST TO GIVE ME SOME CONTEXT. MS. HALL?

[04:14:19] ACTUALLY, IT WAS A LITTLE LOWER THAN ANTICIPATED. WE DID LEAVE IT OPEN A LITTLE BIT LONGER THAN USUAL AND TRYING TO GET AS MANY RESPONSES AS POSSIBLE. AND WE'RE GOING TO CONTINUE TO WORK ON THAT FOR OUR NEXT FAMILY ENGAGEMENT, INCLUDING the timing as it relates to other surveys that are happening at the same time.

[04:14:42] And what was the target? What was the target? The target was as many families as possible. This was -- there are different types of surveys, I think -- and I apologize, I don't have that up in front of me.

[04:14:58] This was -- this is sort of a sampling of our division, and it's, you know, we're never expecting 100 percent. We're always trying to increase over -- year over year, or -- I know, I'm sorry. I know. BUT I CAN FIND OUT WHAT THE TARGET WAS.

[04:15:13] I DON'T KNOW IF WE HAD A SPECIFIC NUMBER. YOU MENTIONED IT WAS A LITTLE BIT LOWER THAN ANTICIPATED. I WAS JUST CURIOUS IN TERMS OF WHAT YOU WERE HOPING TO HAVE. AND DO YOU RECALL WHAT IT WAS THE YEAR BEFORE? IT WAS A LITTLE BIT MORE THE YEAR BEFORE IF I'M NOT MISTAKEN. I CAN PROVIDE THOSE NUMBERS TO YOU. THANK YOU.

[04:15:29] THE ALGEBA STARTING POINT, NICE TO SEE THAT WE'VE HAD AN INCREASE OF 9.5. CAN YOU GIVE ME A SENSE OF WHAT OUR STARTING POINT WAS? Well, I believe we're at 69.5 right now. So it must have been about 60%.

[04:15:44] Thank you. And the elevator modernization projects that took place this summer. Can we identify which schools? Because that was a big problem at Annandale High School, and I'm hoping that was one of those places.

[04:16:00] I know five out of the six from memory. was grand road community center and then we did two at mclean high school and two at mount vernon there was one other one i don't believe it was at annandale but we are continuing to ramp up this this is the first time we really did a more bigger modernization program and so just being reactive and fixing a part when something's out of service we went ahead and proactively took the summer to go and tackle those six elevators and do a big new parts replacement and we're going to continue to

[04:16:37] do that this fiscal year as well well thank you i would love for annandale high school and for glenn forest to make that list because they have really old elevators and the parts can't be procured and so the elevators were out of service for the bulk of the year which made it difficult for students who had you know leg injuries and just couldn't tackle the stairs um i wish we had had this report and for you to make the statements that you made before justice high school lost that one game because they were undefeated and that was fantastic yes and i also want to say to mr sethe that my middle schooler is very excited about the brand new laptop that they received

[04:17:16] so thank you thank you dr anderson mr mcdaniel i i want to say that you you kind of read my mind when you mentioned military families in the online enrollment so thank you and your staff for the work that was done on that and it was really important to that community um how many question on on the the slide about buses how i'm just curious how many miles do we get out of a diesel bus before we have to shelf it or replace it does anybody know that answer mr muick do you know how many i'm going to say we get a lot um but uh maybe mr muick has something

[04:17:53] a little clear i've been in divisions where we were i don't know if church mice are a thing still but we were that we were very frugal and I know we well we went well over 200,000 on a diesel engine but I don't know what we do here what's our threshold here I think a lot was a great answer and I will I will find out and get you I asked because I for some reason I had the number 300,000 sticking in my mind that works for me and I it's amazing because by these numbers that means that

[04:18:28] We're replacing a bus every three days based on the number of miles that this says that we're driving if you amortize out over the entire bus speed. I know we're not doing that, but I think it goes to show the efficiency of our bus routing system, especially considering the 98% on-time rate.

[04:18:45] I spoke today at a government class at a high school that was not part of the cell phone pilot program, and I felt kind of trapped because the teacher introduced me as the guy who put forward the cell phone pilot program. And it was like daggers, like, oh, boy.

[04:19:02] But from all the feedback that I hear, nothing but positive feedback. And lastly, are we getting, I don't want to bounce off a question that Mr. Moon asked, are we getting cooperation from the county health department on immunizations?

[04:19:19] We are really hoping so. Mr. Moon, please allow the, that was for the recognized speaker to speak, the superintendent. I WOULD SAY THAT WE DESPERATELY NEED THE ASSISTANCE OF OUR COUNTY HEALTH DEPARTMENT TO ACCOMPLISH THE GOALS OF HAVING OUR STUDENTS IMMUNIZED AND I THINK IT'S BEEN A CHALLENGE IF I MUST SAY AND I DON'T TAKE ANY PLEASURE IN THAT BUT I KNOW THAT OUR STAFF HAS JUST BEEN WORKING LIKE CRAZY FOR THE LAST COUPLE OF YEARS BECAUSE THE ANSWER CAN'T JUST BE removing students because then we deal with attendance issues with the commonwealth and

[04:19:58] frankly a lot of our students are struggling to get the appointments it's not an objection to this we're talking measles polio right meningitis meningococcal immunizations these are things that are important for our children to have so I do appreciate that we've got a partnership right now with Safeway they're going to take care of some elementary clinics AND I BELIEVE OUR HEALTH DEPARTMENT WILL DO SOME ON-SITE SCHOOL CLINICS IN OCTOBER AT MIDDLE AND HIGH SCHOOL.

[04:20:30] SO WE'RE -- WE ARE HOPING THAT WE'RE GOING TO BE ABLE TO ACCOMPLISH THIS NEXT MONTH. SO I HOPE TO BRING YOU BETTER TIDINGS, BUT WE'VE JUST -- IT'S BEEN VERY DIFFICULT TO PARTNER THUS FAR. OKAY. THANK YOU. THANK YOU, MR. McDaniel.

[04:20:46] MS. ST. JOHN CUNNING. THANK YOU. I WANTED TO GET A LITTLE BIT MORE NUANCE ON THE IMMUNIZATION BECAUSE IN MY WORK I USED TO GET some clinics together and partner with people so in terms of our immunizations where are we seeing the greatest lack of immunization because I know when a kindergartner comes in they have you know a preschooler they have to have all of those are we seeing a greater lack of immunization with the kids that have to get those in the fifth grade and then the you know the older kids that it's not

[04:21:22] that routine or is it across the board it's it's actually interestingly very much so across the board we looked at it was our middle and high school numbers were actually really high for the meningitis vaccine also new students have to have a physical as well and right now it's four to six weeks for an appointment so you could move here and if you don't have a primary care physician or if you require the health department you literally could miss six weeks of school not being in school because you're waiting on a physical and we do have students still not in

[04:21:58] school waiting on medical appointments okay um my other question is of are we taking into account because we do know that after the covid vaccine there were people that were reluctant to get after the covid situation some people were reluctant to get vaccinations and do we know how many people are claiming that they need that exception and don't have that exception?

[04:22:27] Because these were things that I was seeing when I was in the school system that were saying we're not going to get it, and then I was like, well, you need the exception, and they're going to try to get

the exception. Do we know any of that? Most of the families as we're connecting are not saying they want an exception.

[04:22:43] Often there's a language barrier. Often there's a lack of transportation to get to the health department. And at times parents are told check in with Medicare but if they don't know how to go find out about Medicare then they can't check in with Medicare and therefore don't have transportation.

[04:23:04] So if you don't have transportation you can't get an appointment and there might be a language barrier it's going to be difficult to get your children immunized. So what we're trying to do right now is work through these barriers and I think Dr. Presidio, RAY SMALLS, TERRY EDMUNDS HEARD, ARE WORKING REALLY HARD ON CREATING PLANS FOR FAMILIES.

[04:23:24] AND SO IF YOU'RE A FAMILY OUT THERE THAT'S BEEN GETTING TEXTS, EMAILS, PHONE CALLS, TALKING POINTS, IT'S BECAUSE IT'S A FULL COURT PRESS RIGHT NOW ON IMMUNIZATIONS. OKAY, I MEAN, I'VE DEALT WITH SOME OF THIS, SO I UNDERSTAND.

[04:23:39] AND SO ARE WE SEEING THE GREATER LACK OF IMMUNIZATION WITH OUR MARGINALIZED STUDENTS in terms of access and language barriers yeah we definitely are it's not quite as simple as that but to generalize about 50 percent of the families that have students that are not compliant right now are multilingual families and about 70 percent are economically disadvantaged families okay thank you thank you miss st john cunning miss dixit dr reed thank you for this presentation

[04:24:19] One of the numbers which is very encouraging to see how 75% of our high school students have completed at least one college equivalent course like AP, IB, DE. I know we could do better in this area because FCPS does offer a lot of courses and dual enrollment is not a very, it's not like AP and IB.

[04:24:44] IT IS WITH THE COMMUNITY COLLEGE, AND I KNOW THERE'S VERY LIMITED DE CLASSES IN LOT OF SCHOOLS OPTIONS. AND IF THESE STUDENTS CAN GET MORE DE CLASSES WHEN THEY GO TO COLLEGE OR THEY ACTUALLY HAVE A SHORTER, LIKE THEY CAN ACTUALLY SKIP A WHOLE SEMESTER OF COLLEGE AND IT IS FINANCIALLY ALSO IS REALLY GOOD FOR THE FAMILIES WHO ARE -- I KNOW COLLEGE FEES ARE GOING REALLY HIGH.

[04:25:12] I WANTED TO SEE IF WE CAN PUT MORE FOCUS ON OUR DE CURRICULUM, WHICH DEFINITELY HELPS WITH THE COLLEGE CREDITS AS WELL. SO I KNOW THERE ARE SOME REQUIREMENTS FOR TEACHER EDUCATION AND CERTIFICATION FOR DUAL ENROLLMENT.

[04:25:30] THE OTHER THING WE'RE LOOKING AT WITH OUR ACADEMIC INTENSITY OF OUR HIGH SCHOOL COURSE TAKING PATTERNS, IS OUR STUDENTS WHO ARE TAKING DUAL ENROLLMENT, IB OR AP, ARE THERE DIFFERENT RESULTS LIKE ON THE STANDARDIZED SAT OR ACT EXAMS AND IS THERE A PATTERN THERE?

[04:25:52] SO I THINK WE'RE TAKING A REALLY DEEP DIVE AND WE'LL KNOW A LOT MORE I THINK THIS SPRING AND DEFINITELY THEN CAN MOVE FORWARD WITH I THINK A VERY CLEAR STRATEGY THAT'S PRETTY FOCUSED LATER THIS SPRING. So stay tuned on that topic for sure.

[04:26:08] I think Northern Virginia Community College wants to partner more with us in terms of offering more courses and I don't know how we could use their teachers with us and so that we don't cancel classes last minute when we don't have a certified teacher.

[04:26:26] So that was my one point. The other point I was looking at is one of the slide number six that which kind of stuck out to me is when my the last one my child enjoys going to school is 89% that should be 95 like FCBS is great our schools are great I mean right how do we make them feel like going to school and giga well you know I my child enjoys going to school I agree it ought to be a hundred percent right we ought to all Bound out of bed, you know, racing into school.

[04:27:05] Yeah, he saw the buses. Right? And either on our buses looking forward to a good breakfast and ready to go. I think that's a great question. So I think 89% is pretty high. And we can get it higher, obviously. So I don't know if, you know, which grade levels are more represented in the positive side or not.

[04:27:29] but we'll take a look at seeing what we can do for next year and see if we can get it above 90. Thank you. I hope it's not the seniors who took the survey because they definitely don't want to go. I know. I was going to say, it depends on what time of the year if it was seniors, right? Yeah, one time of the year. Thank you so much. Thank you, Ms. Dixon. I'll take a turn.

[04:27:45] And I remember from looking at previous surveys that, not surprisingly, it gets lower the older the kids get. Let's talk about vaccines a little bit. I know that we learned a lot about vaccine hesitancy.

[04:27:59] during COVID. We also learned a lot about the difference between hesitancy and what the underlying reason might be that somebody doesn't have a vaccine. Lots of presumptions about why somebody wouldn't be vaccinated, right? Largely based on privilege, really. And so all of the data shows that for the most part, people who are unvaccinated, it's about access, access, access, whether they are near a place where the whether it is at a time when they can get to it, you know, know, before work, after work. During COVID, I partnered with Supervisor Palchuk in our community

[04:28:35] because we were using Graham Road Community Building to offer COVID vaccinations, and you really had to make it as accessible as possible. So I have a couple questions. One, you've mentioned texting and emails and making, you know, partnerships with pharmacies and bringing clinics into schools.

[04:28:52] All of those things are about one thing, right? Like bringing access to people. I'm interested to know how these numbers of where we are right now compare to previous years are we doing better now than we have in the past uh yes sir when i first arrived in the school division that many years ago it was we were at 27 000 students that were unvaccinated and um we are now at just under nine i think so just a little bit over nine just a little bit over so that's a big

[04:29:28] improvement? Well, it's huge. And I do feel like there are times, I'm just going to be as thoughtful as I can in saying this, but really our number one charge is making sure our children can leave this division reading, writing, doing math, science, enjoying the arts and activities. And we're spending a lot of time doing things that we really would expect, hope, wish that our community PARTNERS COULD BE MORE SUPPORTIVE OF BECAUSE WE'RE SPENDING A TON OF STAFF TIME RIGHT NOW THAT WE COULD BE SPENDING SUPPORTING FOLKS IN THE NEW READING BASEL ON PHONES AND COMPUTERS

[04:30:07] AND TRYING TO ORGANIZE CLINICS AND TRYING TO DO THINGS THAT A COUNTY I THINK LIKE FAIRFACTS COUNTY OUGHT TO BE ABLE TO PROVIDE THAT SUPPORT FOR US SO WE CAN STAY TRUE TO THE MISSION THAT OUR COMMUNITY EXPECTS FROM US WHICH IS A WORLD CLASS EDUCATION. SO NOW WE'RE IN THIS POSITION OF NEEDING TO DO AS MUCH AS HUMANLY POSSIBLE

TO MAKE THINGS ACCESSIBLE, ESPECIALLY DURING THIS CRITICAL TIME BEFORE A DECISION HAS TO BE MADE ABOUT WHETHER STUDENTS CAN ATTEND SCHOOL OR NOT, SO WE REALLY NEED TO DO EVERYTHING WE CAN WITH OUR PARTNERS AND OTHERS TO ENSURE THAT THAT ACCESS -- AND THE MESSAGE ABOUT ACCESS, MAYBE WE COULD ALL PUT IT IN OUR NEWSLETTERS TO ENSURE THAT EVERYBODY HAS THAT INFORMATION

[04:30:46] FROM ONE MORE TOUCH POINT. often talk about in order for something to make an impact with somebody they need to hear it from seven different messengers so um there's 12 of us up here uh perhaps we can help be those those messengers but it's good to hear that we've significantly improved over the the last uh two years since you arrived here uh significantly so if it's in the high 20s to being around nine now So I appreciate the update and also I would be remiss if I didn't note that the 40,000 employees does not just make us one of the largest employers in Northern Virginia.

[04:31:23] I believe it makes us one of the top employees in the Commonwealth of Virginia. And so that's a good talking point for us when we talk to our friends in Richmond for sure. Yes, sir. Thank you. All right. Some go backs.

[04:31:43] Mr. Dunn. Szymanski because I do appreciate proactive is always one of my favorite words but the elevator repairs or proactive repairs at Mount Vernon High School didn't work very well so I could was wondering if you could advise of what happened there exactly we're actually still looking into that ourselves we had our elevator maintenance team and that elevator modernization team worked together to figure out what went wrong we were able to fix and get it back into service and

[04:32:16] i just need to get more information on that but yes rest assured we are working towards getting everything back online is there more than one in service right now i will need to check on that i know one is in service right now i need to verify if the second one is in service okay and i mean it's been almost a month now i think that the elevators have been out of commission and they were just i mean did you say they're brand new elevators or just proactive repairs they were i would say modernized they're still the same elevator but we did a big overhaul and replaced

[04:32:52] a majority of the parts have you had any other issues like this with elevators that have also been proactively repaired as part of this summer program no this is definitely the outlier of the group we haven't had issues on the other ones okay thank you thank you mr dunmas seismorheiser thank you i wasn't going to speak to this um but i wanted to you kind of alluded to this point i I was going to make it I'm surprised you didn't read my notes but first I wanted to say since I was I did vote against compliance for the executive invitation I did want to thank staff

[04:33:28] for all I mean this report from the state of the schools really does show the incredible hard work that your leadership team central office but especially our building level staff our principals our admins our teachers IA's you know custodians all of you know lunch folks bus drivers all of the folks that if I miss anybody I apologize that are involved in providing this I mean incredible experience I agree with my colleague I'd love to see this 100% but you know I think back to my school days and I'm not sure I could say 89 to 94% of people were this happy with the school so just kudos to you and your staff for that um I do think as we talk

[04:34:05] about we talked earlier feels like yesterday but earlier this evening about um JLARC and our underfunding of schools and the teacher salaries below the 50 state average and all of these things And I

think it's important as part of that narrative to talk about all of the things schools are expected to do now that they weren't expected to do even 10, 20 years ago.

[04:34:27] Right. I mean, we talked about this during COVID significantly, but like setting up and running vaccine clinics is not part of the core mission of schools, but we do it because we want the kids to be able to go to school. Right. Right. And if they can't get doctor's appointments or can't get into clinics in the community, we're going to make that happen because we that's our core.

[04:34:43] So, you know, the significant amount of family outreach that we're doing is not something that schools traditionally have done. You know, we just kind of assume parents would get their kids to schools, and now we're recognizing and data is showing the importance of that for student success. So we're doing it, and it's important that we do it.

[04:35:00] But I know our principals are spending so much more time making these phone calls and knocking on doors or whatever it takes to get the kids in schools. And then when you have a governor who goes and changes accreditation standards and after the school year starts, which makes it impossible for us to meet and then we're scrambling, which is staff time that could go to implementing literacy, that could go to executive functioning programs, that could go to expanding advanced academics and STEAM and AI and all these things we talk about.

[04:35:26] i think we can't we have to have that combined together right our community expects schools to do more we are doing more because we want to get our kids in school and yet our teachers are still underpaid and our staff are working incredibly long hours that don't let them get to as much as i think they would want to our core mission of schools and meanwhile the support from the state from the governor is just to under and make it look like all of these people who are working INCREDIBLY HARD AND YOU LOOK AT THESE NUMBERS OF PEOPLE WHO ARE SATISFIED WITH THEIR SCHOOLS AND THEY'RE GOING TO MADE TO LOOK LIKE THEY FAILED. AND I THINK THAT NARRATIVE NEEDS TO BE OUT

[04:36:03] THERE. SO I JUST NEED YOU TO SAY THAT. THANK YOU. THANK YOU TO THE STAFF FOR ALL THE HARD WORK BEHIND ALL OF THESE. THANK YOU. MR. DUNN, DID YOU -- OKAY. MS. ST. JOHN CUNNING. SO YES, I JUST WANTED TO ALSO THANK YOU FOR INCLUDING OUR PART-TIME EMPLOYEES BECAUSE I KNOW that there are a lot of part time employees that do full time work and they are very valuable to our system and I think we need to recognize you know that's almost close to 30 percent

[04:36:39] of our workforce and I just want to thank you for acknowledging them and putting them in this graph because that represents a huge lift for our schools. Yes ma'am. Thank you Miss St. John Cunning we will now have a short interlude before the next item on our agenda, which is 8.03, which is titled Superintendent Matters, and as part of agenda

[04:37:12] item 8.03, Superintendent Matters, I will call on Dr. Reed for Superintendent Matters. Thank you, Chairman Frisch. It's my pleasure to share a couple topics.

[04:37:28] This week is Blue Star Welcome Week. WHICH IS REALLY EXCITING BECAUSE WE HAVE APPROXIMATELY 13,500 MILITARY CONNECTED STUDENTS AND ON MONDAY I HAD THE CHANCE TO SWING BY WEST SPRINGFIELD HIGH SCHOOL TO HAVE BREAKFAST WITH OUR STUDENTS AND FAMILIES AND ALSO REITERATED THAT OUR COMMITMENT OVER THE NEXT TWO YEARS TO BECOME A PURPLE STAR DIVISION WHICH MEANS 100% OF OUR SCHOOLS WILL BE PURPLE STAR SCHOOLS.

[04:37:57] Currently, we have 69, and we expect to see the rest come on board in the next two years. I want to give a big shout-out to Spring Hill Elementary School, named a 2024 National Blue Ribbon School by the U.S. Department of Education.

[04:38:15] The Blue Ribbon School program recognizes high-performing schools and schools making exemplary progress towards closing achievement gaps. Spring Hill was commended as an exemplary high performing school based on high achievement in reading and math during the 22-23 school year. Go Panthers and Principal Amy Briggs for this hard work and achievement. I also want to mention that last night I attended the Foundation's annual Hall of Fame induction and it was really an exciting evening event and it was great to hear

[04:38:51] from so many incredible alumni from Fairfax County and so many alumni that really credit their adult success to Fairfax County Public Schools and were intentional about bringing their families back to have their children in school.

[04:39:10] So I think it's fabulous. I think Megan, our student board member, mentioned the Superintendent Student Advisory Council. It was great to be a part of that work. And then attended a number of back to school nights, the Mount Eagle Elementary School 75th anniversary.

[04:39:28] We've done a couple of community conversations and I've had an opportunity to attend the Fairfax County Council for Economic Opportunity and the County Workforce Readiness Group. So just a lot of, a lot of great work going on around the county.

[04:39:45] Also visited a number of elementary schools, Vienna Elementary and Colvin Run most recently, And several athletic events. So on that note, I'll turn it back to you, Chairman Frisch. Thank you, Dr. Reed. Agenda item 9.9, consent agenda.

[04:40:04] Our adopted rules of parliamentary procedure, Robert's rules, provide for a consent agenda listing several items for the approval of the board by a single motion. Many items listed have gone through board review and documentation has been provided for all board members and the public in advance. THIS MAY BE REMOVED FROM THE CONSENT AGENDA AT THE REQUEST OF ANY BOARD MEMBER PRIOR TO THE MEETING. THE CONSENT AGENDA IS ON THE SCREEN.

[04:40:26] IS THERE ANY OBJECTION TO APPROVING THE CONSENT AGENDA? HEARING AND SEEING NO OBJECTION, THE CONSENT AGENDA IS APPROVED. AGENDA ITEM NUMBER 10, NEW BUSINESS. THE FOLLOWING ARE NEW BUSINESS AGENDA ITEMS. THERE WILL NOT BE A VOTE ON THESE ITEMS THIS EVENING, BUT ACTION IS SCHEDULED AT A FUTURE MEETING.

[04:40:42] AGENDA ITEM 11, BOARD COMMITTEE REPORTS. I CALL ON MR. MCELVEEN FOR AN AUDIT COMMITTEE REPORT. THANK YOU. SO WE CONTINUE TO REVIEW THE AUDIT PLAN FOR THE YEAR AND WE'VE EMBARKED ON SOME NEW AUDITS AS WELL. WE WILL BE BRINGING SOMETHING FOR BOARD DISCUSSION AND CLOSED MEETING SHORTLY. THANKS. THANK YOU, MR. MCELVEEN. AGENDA ITEM 12, BOARD MATTERS. THE NEXT ITEM ON THE AGENDA IS BOARD MATTERS. I WILL CALL ON EACH SCHOOL BOARD MEMBER TO OFFER AN UPDATE.

[04:41:16] MR. DUNN. WELL, I THINK WE SAW IT TONIGHT THAT THE RETURN TO SCHOOL HAS BEEN FANTASTICALLY SUCCESSFUL SO I'D LIKE TO THANK DR. REED FOR HER TREMENDOUS LEADERSHIP AND LONG EVENING OF REPORTS THIS EVENING.

[04:41:34] IT'S BEEN A VERY ACTIVE COUPLE OF WEEKS SINCE THE LAST BOARD MEETING. I'VE BEEN WORKING WITH REGION FOR ASSISTANT SUPERINTENDENT PABLO RESINDEZ TO ENSURE THAT A teacher through participate learning who wasn't ready to be in the classroom was removed and we're continuing to work together closely to ensure that we get a highly qualified teacher in place quickly.

[04:42:02] I also worked to support Wainwood Elementary to obtain an additional kindergarten teacher to reduce some of their large class sizes. I'm also currently working closely with Bucknell Elementary, which has the lowest enrollment of any similarly sized elementary school to explore options for increasing their enrollment to include perhaps the adoption of a magnet program.

[04:42:30] If any Bucknell parents are watching, we have a meeting on Monday and there will be a food truck in attendance and childcare provided with Spanish translation so that you can provide your thoughts on the different options will be presented i also had the opportunity to present last night to the mount vernon council of citizens associations on different issues including cell phones and school boundaries i look forward to engaging more with the community on these important topics and finally we have just a lot of exciting things coming up football games tailgating and of course new sports that dr reed mentioned during her presentation so i look forward to

[04:43:10] COMING OUT TO SOME OF THOSE GAMES AND SEEING OUR GREAT STUDENTS COMPETE. THANK YOU. THANK YOU, MR. DUNN. MR. MCDANIEL? DUNN. GOOD NIGHT. THANK YOU, MR. MCDANIEL. DR. ANDERSON? HAVE A GOOD NIGHT. THANK YOU, DR. ANDERSON.

[04:43:26] MR. MCELVEEN? DR. ANDERSON WAS WONDERING WHERE THE TAILGATE IS BECAUSE SHE'S VERY EASY TO JOIN. I LIKE HOW HE'S GIVING YOUR UPDATE. MS. DIXIT? GOOD NIGHT.

[04:43:43] THANK YOU, MS. DIXIT. MS. MARIN? I just want to wish those who will be observing, like myself, the Jewish New Year that begins on Wednesday evening, the Rosh Hashanah holiday, which means have a good year. And I hope that it's a nice holiday and we can all be in peace.

[04:44:02] Thank you, Ms. Marin. Ms. St. John Cunning. So I am really proud of the Franconia District's National Merit Semifinalists, Edison High School, Nicholas Argeta Vasquez, and Grayson Haupt, Hayfield Secondary School, Mateo Comrack, Thomas Jefferson High School, William Black and Nakila Aladi, I encourage you and all students to stay true to yourself and dream big. I know you will continue to thrive. I also want to wish our 10th and 11th graders all the best on October 9th when they take their PSAT. I appreciate the visits and tours this week at Hayfield Secondary School and Mount Vernon High School. I want

[04:44:40] to thank Mount Vernon High School for lending me this flag, which I didn't know I was going to be able to use, but I still want to give them a shout out. It was for Hispanic Heritage If you want to see it, stop by Mount Vernon High School and you'll see it in their front office. I was happy to join Mount Eagle Elementary School at their 75th anniversary.

[04:44:58] I then helped kick off the Hispanic Heritage Month celebration at the High Blood Valley Community Center where the consulates from El Salvador and Mexico were in attendance. And we celebrated Mexican Independence Day with a traditional grito. This past Saturday, I had the privilege to attend the back to school event hosted by first lady Dr. Jill Biden and secretary of education Dr. Miguel Cardona with students from Drainsville Elementary and Holmes Middle School.

[04:45:22] It was great to see two Forrestdale teachers in attendance and three Justice High School graduates one who now works for the White House and who introduced me to Secretary Cardona and they brought their ESOL teacher as I mentioned earlier. Last night I attended the FCPS Alumni Hall of Fame and was inspired by the amazing contributions the inductees have made to our community.

[04:45:44] I was touched by how each inductee credited the impact that FCPS staff and teachers had on the trajectory of their lives. Aptly on Blue Star Welcome Week that one of our inductees was General James R. Clapper who received his official Annandale High School diploma last night.

[04:46:00] This morning I was proud to represent the Franconia District at the Nonpartisan Commonwealth Coffee hosted by Senators Mark Warren and Tim Kaine in the honor of Hispanic Heritage Month. It was great to connect with my past community school coordinator colleague Delia Montesinos AND FINALLY A SHOUT OUT TO MICHELINE LAVIER AND THE FAMILY LIT CLASS THAT JOINED US TONIGHT FOR THE NATIONAL HISPANIC HERITAGE PROCLAMATION.

[04:46:22] THANK YOU, MISS ST. JOHN CUNNING. UP NEXT WE HAVE MISS SEIZEMORE HEISER. THANK YOU. I WILL JUST SAY GIVEN THE LATENESS OF THE HOUR, I'M JUST, I'M EXCITED FOR ALL THE HOMECOMING GAMES COMING UP AND ALL THE MUSICALS AND PLAYS COMING UP.

[04:46:45] AND I'M REALLY EXCITED TO HEAR ABOUT WHAT A GREAT START OF THE SCHOOL YEAR. THE BACK TO SCHOOL NIGHTS WERE GREAT. AND BEYOND THAT, I'M GOING TO PASS THE REST my time and let you all go home early thank you mr moon thank you mr chairman initially i was going to share three things but since a lot of my you know colleagues have simply said good nights let me just point out one thing that i forgot to mention at the last meeting so this is a belated uh belated a wishes for a happy chuseok in korean or chung chiu-jie in chinese

[04:47:20] the harvest moon fest festival is a significant holiday for many families in fairfax county who are who have a roots going back to east or southeast asian countries including philippines and singapore this holiday is equivalent to american thanksgiving and those families celebrate this holiday on september 17th i'm not mentioning because it has festival has my name in it but but but I'm sure that the full moon, the biggest moon on September 17th brought a lot of happiness

[04:47:57] to those families. Thank you, Mr. Chairman. Thank you, Mr. Moon. Miss Anderson. Have a wonderful night, everybody. All right. I do have an update and I know literally every face in the room is looking at me, but I have to because I value my staff aid's hard work on pulling together this update. But I do want to say how much I appreciate our legislative liaisons for the hard work that they put into our trip down to Chesterfield County, where one thing that we didn't really talk about was that in addition to hearing about cell phone policy and other updates about

[04:48:35] legislation is we had an opportunity to connect with school board members from all over the commonwealth and talk to them about JLARC and other things that are important. So I appreciate the work that went into that and the update that's been provided to the board additionally this weekend i will be attending and speaking at voice which is virginians organized for interfaith community engagement we'll be talking about fentanyl at their behavioral health assembly i know the superintendent will be there as well this weekend at fairfax high school we had a community meeting for the dunloring elementary school project which we had about 50 people for and

[04:49:13] close to 70 questions a really great conversation there and we'll be returning for another meeting probably sometime in the late fall the I just want to one more reminder that Providence District Supervisor Dahlia Palchuk and I are hosting a Providence Day and back to school celebration on Saturday October 5th from 11 to 3 at Marshall High School lots of activities for everyone of all ages awards, music, performances, food trucks, food. It's going to be a lot of fun. So please come.

[04:49:49] I also want to congratulate the 16 students from Providence District who are National Merit Scholarship semifinalists for 2025. Marshall High School's Shrey Desai, Ethan Stregak, Yu Xin Wang, Oakton High School's Christopher Campbell, Bum Q Kang, and Lisa Sun, Madison High School's Robert Marty Rosian, Woodson High School's Chloe Choi, Sean Cranford, Elizabeth Doan, and Steven LeBiz, and then TJ High School's Jude Caldwell,

[04:50:23] Dhruv, Chandra, Jason Ho, Simasri Cognati, and Julia Zetsky. And then it was exciting to see Oakton High School's football game featured on channel 4 on NBC. Channel 4 for the students watching at home is a network where they run television programming and your school was live from a chopper so that was really exciting and you can probably find it on TikTok or YouTube if you'd like to watch that. And also really exciting shout out to our Falls Church

[04:51:03] High School coach who was recognized and honored by the Washington Commanders and will receive a $2,000 gift, Coach Coogan. Very exciting. Lots of other updates and things happening in Providence District, but literally every eye is upon me in the room, and it is not yet midnight, so I am very grateful to say thank you all for making tonight's meeting a success, every single one of you, and this meeting is adjourned at 11:50 p.m.

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